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در مهارت Reading

Multimedia

# IELTS READING FORMULA

## (MAXIMISER)

Skills - Strategies - Tips - Techniques

نمونه ریز طبقه بندی شده و استاندارد با پاسخ تشریحی

Academic - General Training

Alireza Memarzadeh

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# IELTS Reading Formula

# (MAXIMISER)

# Introduction:

***IELTS Reading Formula (MAXIMISER***) is a must-read source designed to meet the needs of candidates preparing to take the IELTS test. It offers a full range of classified reading samples found in the actual exam.

## Key features of the book:

- 100 IELTS Reading Targets ( Skills, Strategies, Tips, Techniques)
- Classified task tips
- categorised IELTS reading examples
- 100 categorised IELTS reading activities
- 15 authentic IELTS reading samples (Academic & General Training )
- Explanatory answer key
- Exam preparation words
- designed to be suitable for all IELTS candidates
- is ideal for independent study or class use

| Academic Reading | General Training Reading |
|---|---|
| 60 minutes<br>40 questions<br>Total of 2000-2750 words<br>Up to 4 task types per passage<br><br>Passage 1: *Questions: 13-14*<br>Passage 2: *Questions: 13-14*<br>Passage 3: *Questions: 13-14* | 60 minutes<br>40 questions<br>Total of 2000-2750 words<br>Up to 4 task types per passage<br><br>Section 1: *Questions: 13-14*<br>Section 2: *Questions: 13-14*<br>Section 3: *Questions: 13-14* |
| **Target reading skills:**<br>– skimming and scanning<br>– understanding main ideas<br>– reading for detail<br>– understanding opinion and attitude | **Target reading skills:**<br>– skimming and scanning<br>– understanding main ideas<br>– reading for detail<br>– understanding opinion and attitude |

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# IELTS Reading Formula

# (MAXIMISER)

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# 100 IELTS

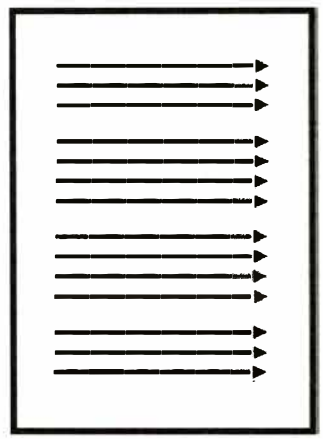
# Reading Targets

- Skills
- Strategies
- Tips
- Techniques

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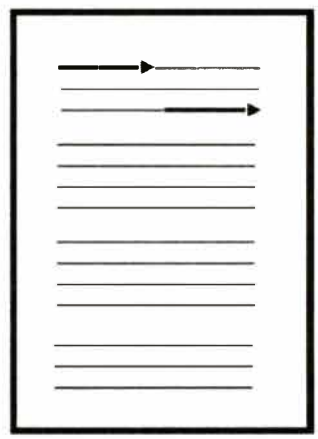
## ▶ Skill 1: Skimming

Skimming is reading a text quickly to get a *general* idea of meaning.



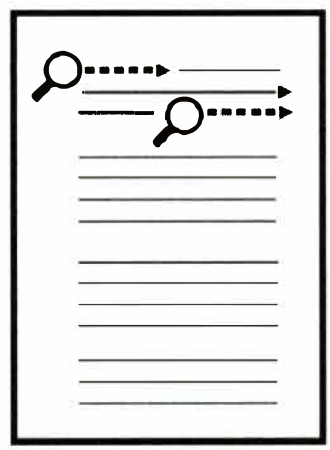
## ▶ Skill 2: Scanning

Scanning is reading a text quickly in order to find *specific* information, e.g. figures or names.



## ▶ Skill 3: Reading intensively

Intensive reading involves learners reading *in detail* with specific learning aims and tasks.



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## ▶ Reading Skills & Strategies 1: Be familiar with the test format (Academic)

| Paper element | Description |
|---|---|
| **Paper format** | Three reading passages with a variety of questions using a number of task types. |
| **Timing** | 60 minutes |
| **No. of questions** | 40 |
| **Task types** | A variety of questions are used, chosen from the following types; multiple choice, identifying information, identifying writer's views/claims, matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion, short-answer questions. |
| **Sources** | Texts are taken from books, journals, magazines and newspapers and have been written for a non-specialist audience. All the topics are of general interest. They deal with issues which are interesting, recognisably appropriate and accessible to test takers entering undergraduate or postgraduate courses or seeking professional registration. The passages may be written in a variety of styles, for example narrative, descriptive or discursive/argumentative. At least one text contains detailed logical argument. Texts may contain non-verbal materials such as diagrams, graphs or illustrations. If texts contain technical terms then a simple glossary is provided. |
| **Answering** | Test takers are required to transfer their answers to an answer sheet. Test takers must transfer their answers during the time allowed for the test. No extra time is allowed for transfer. Care should be taken when writing answers on the answer sheet as poor spelling and grammar are penalised. |
| **Marks** | All questions carry 1 mark. |

## ▶ Reading Skills & Strategies 2: Be familiar with the test format (General Training)

| Paper element | Description |
|---|---|
| **Paper format** | There are three sections. Section 1 may contain two or three short texts or several shorter texts. Section 2 comprises two texts. In Section 3 there is one long text. |
| **Timing** | 60 minutes |
| **No. of questions** | 40 |
| **Task types** | A variety of questions are used, chosen from the following types: multiple choice, identifying information, identifying writer's views/claims, matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion, short-answer questions. |
| **Sources** | The first section, 'social survival', contains texts relevant to basic linguistic survival in English with tasks mainly about retrieving and providing general factual information, for example, notices, advertisements and timetables. The second section, 'Workplace survival', focuses on the workplace context, for example, job descriptions, contracts and staff development and training materials. The third section, 'general reading', involves reading more extended prose with a more complex structure but with the emphasis on descriptive and instructive rather than argumentative texts, in a general context relevant to the wide range of test takers involved, for example, newspapers, magazines and fictional and non-fictional book extracts. |
| **Answering** | Test takers are required to transfer their answers to an answer sheet. Test takers must transfer their answers during the time allowed for the test. No extra time is allowed for transfer. Care should be taken when writing answers on the answer sheet as poor spelling and grammar are penalised. |
| **Marks** | All questions carry 1 mark. |

## ▶ Reading Skills & Strategies 3: Predict your band scores

| Academic Reading | | General Training | |
|---|---|---|---|
| **Raw score out of 40** | **Band score** | **Raw score out of 40** | **Band score** |
| 9.0 | 39-40 | 9.0 | 40 |
| 8.5 | 37-38 | 8.5 | 39 |
| 8.0 | 35-36 | 8.0 | 37-38 |
| 7.5 | 33-34 | 7.5 | 36 |
| 7.0 | 30-32 | 7.0 | 34-35 |
| 6.5 | 27-29 | 6.5 | 32-33 |
| 6.0 | 23-26 | 6.0 | 30-31 |
| 5.5 | 19-22 | 5.5 | 27-29 |
| 5.0 | 15-18 | 5.0 | 23-26 |
| 4.5 | 13-14 | 4.5 | 19-22 |
| 4.0 | 10-12 | 4.0 | 15-18 |
| 3.5 | 8-9 | 3.5 | 12-14 |
| 3.0 | 6-7 | 3.0 | 9-11 |
| 2.5 | 4-5 | 2.5 | 6-8 |

Before practising in exam conditions, do some 'open book tests' to become acquainted with the exam format.

The IELTS Reading test contains 40 questions. Each correct answer is awarded one mark. Scores out of 40 are converted to the IELTS nine-band scale. Scores are reported in whole and half bands. The Academic and General Training Reading tests are graded on the same scale. The distinction between the two tests is one of genre or text type. However, Academic Reading tests may contain texts which feature more difficult vocabulary or greater complexity of style. It is usual that a greater number of questions must be answered correctly on a General Training Reading test to secure a given band score.

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## ▶ Reading Skills & Strategies 4: Learn how best to approach each task

Familiarise yourself with the question types and the skills required to answer each one.
In the Reading test, there are several possible question types. By learning which skills each question type tests, you will better understand what to look for in a correct answer, which should help improve your intuition about the correct answers.

| | IELTS Task Types | | | |
|---|---|---|---|---|
| 1 | Short-answer question | | | |
| 2 | Diagram label completion | | | |
| 3 | Table completion | | | |
| 4 | Sentence completion | Note-taking | Summary | Flow chart |
| 5 | Matching sentence endings | | | |
| 6 | Matching headings | | | |
| 7 | Matching features | | | |
| 8 | Multiple choice questions | | | |
| 9 | Identifying information (TRUE, FALSE, NOT GIVEN) | | | |
| 10 | Identifying writer's views (YES, NO, NOT GIVEN) | | | |

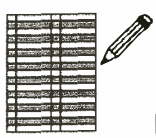
## ▶ Reading Skills & Strategies 5: Be familiar with global and local tasks

Some tasks test your *global* (overall) understanding of the passage.
They are based on general information, main ideas and attitudes. For example,
paragraph headings and some multiple choice questions

Some tasks test your understanding of the *local* (specific) information. For example
short-answer questions
labeling a diagram
table completion
sentence completion/note-taking
classification
and matching features

If you know that a certain type of reading task is more difficult for you, it may be best to attampt another task first. However, it is usually best to answer the questions in the order given in the test.

## ▶ Reading Skills & Strategies 6: Learn how to fill in the answer sheet



Perhaps the easiest way to lose marks in the Reading test is to fail to transfer all your answers to the Answer Sheet. Remember - there is no transfer time for the Reading test. Fill in the answers directly onto the sheet and in the correct order. Don't try to copy all the answers in one go. No extra time is allowed for transferring the answers.

- Spelling matters, so take care while writing. Strictly speaking, you are wrong although you have understood the question and answer.
- When transferring your answers to the Answer Sheet, be careful to put the answer in its correct place. If you are reading and answering texts out of sequence, take special care to ensure you don't write your answers in the wrong places on the answer sheet.
- Answers must be written in pencil.

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▶ Read more:

- Always pay attention to the word limit. Do not include unnecessary words, or repeat words that are already provided in the sentence. Check the instructions for the maximum number of words you can use.
- Words in brackets are optional — they are correct, but not necessary. If you write any other extra words that are not on the answer key, your answer is incorrect.
- Focus precisely on what you are asked to do in 'completion' type questions.
- If a question specifies an answer using ***NO MORE THAN THREE WORDS*** and the correct answer is 'black leather coat', the answer 'coat of black leather' is incorrect.

  If the question asks you to complete the note 'in the…' and the correct answer is 'evening', just use 'evening' as your answer; note that 'in the evening' would be incorrect.

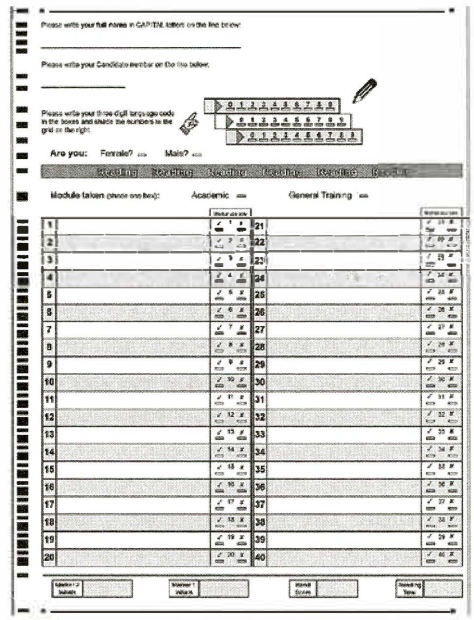
▶ Read more:

- Hyphenated words count as one word (e.g. state-of-the-art counts as one word).
- Try to answer all the questions. If necessary, guess the answer. There are no penalties for wrong answers. So you have nothing to lose.
- Make sure that you read the instructions carefully in every case: many item types contain variations, and it is easy to confuse them if you do not check carefully what you are required to do.
- Read the instructions and questions in order to prevent mistakes. For example, candidates might mix *YES/NO* answers with *TRUE/FALSE* answers.
- Check your grammar (especially singular/plural; present/past: bare infinitive/*to*-infinitive). Transfer answers very carefully, as any carelessness may cost you marks.
- The answers should be written exactly as they are in the passage and they have to be spelt correctly.
- Alternative answers are separated by a slash /. If you write any of the alternative answers, your answer is correct.

## ▶ Reading Skills & Strategies 7: Check your answer key

| | | | |
|---|---|---|---|
| **1** | adopt a different approach to discipline | ✓1 ✗ | ⚠ *Use only the stated number of words. Check the word limit* |
| **2** | college, university | ✓2 ✗ | ⚠ *Only one answer is needed. Check the task instruction* |
| **3** | living campus | ✓3 ✗ | ⚠ *Take special care when copying;* ***'living on campus' -on*** *is missing* |
| **4** | resturant | ✓4 ✗ | ⚠ *Incorrect spelling; the correct answer is* ***'restaurant'*** |
| **5** | ingredient | ✓5 ✗ | ⚠ *Inaccurate copying; plural* ***'s'*** *missing -* ***'ingredients'*** |
| **6** | certainly | ✓6 ✗ | ⚠ *Inaccurate copying; the correct answer is* ***'certainty'*** |
| **7** | TRUE | ✓7 ✗ | ⚠ *Read the task instruction. The answer is* ***'YES'*** *not 'TRUE'* |
| **8** | | ✓8 ✗ | ⚠ *Always put an answer. You might be lucky!* |
| **9** | vi | ✓9 ✗ | ⚠ *Inaccurate copying; the correct answer is* ***'iv'*** *not 'vi'* |
| **10** | 2 | ✓10 ✗ | ⚠ *Use roman numerals if required; the correct answer is* ***'ii'*** *not 2* |

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## ▶ Reading Skills & Strategies 8: Try different approaches and see what works best for you

It is a matter of opinion how to approach a reading passage. The key point here is that different learners have different styles and different needs. The best advice is to experiment and try different approaches and see what works best for you.

For example:

- Some people decide to skim the whole passage then read the task questions whereas some candidates read the task questions first and then skim the passage.

Another example:

- Some candidates choose to skim the whole passage but some test-takers prefer to skim the main ideas only.

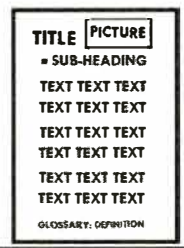
**[Reading is a personal approach. Choose the methods that work for you]**

## ▶ Reading Skills & Strategies 9: Survey the text; orientate yourself to the text

**Previewing; use pre-reading skills**

Look at any parts of the text that stand out
- title and sub-headings
- illustrations and diagrams which might accompany the text
- any special print; CAPITAL, **Bold,** *italic* **,** 'quotation', underlined words
- glossary (if any); specialised technical terms which you are not expected to know are usually explained in a footnote at the end of the text.

Use the information from these to predict the content of the reading passage.
Surveying the text helps you get a general idea of the text and how it will be developed.




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## ▶ Reading Skills & Strategies 10: Develop your own reading approach

- ***Approach 1:*** Most IELTS teachers believe that it is more advisable to read the questions first in order to get to know the question types, and see what type of information you need to find. By doing so, you can predict the information of the passage and you know what information to look for.

**Survey the text** ▶ **Read the questions** ▶ **Skim the text** ▶ **Scan the text** ▶ **Read intensively**

- ***Approach 2*:** Many course books tend to advise you to read the text quickly before reading the questions so that you know how the text is structured. If you know about the content of each paragraph, you know where to look for the answers.

**Survey the text** ▶ **Skim the text** ▶ **Read the questions** ▶ **Scan the text** ▶ **Read intensively**

**[Try both approaches and see what works best for you]**

## ▶ Reading Skills & Strategies 11: Analyse the questions at speed

Underline or highlight the key words of the questions. This will help to be acquainted with questions tasks and what type of information you need to look for, to form a general idea and predict the content of the passage.

Choose your scanning words carefully.

- Any key words that are easier to search for; 'CAPITAL LETTERS, *italics*, **bold printed**, numbers, date, proper names …'
  Use these words to find the right parts of the passage.

- Any words that you think will be paraphrased. These words help you navigate the text.

Finding the answers to questions in the Reading Test largely depends on your ability to recognise the shapes and patterns in groups of words. There are basically 3 kinds of 'patterns' to recognise:

**Pattern Type 1:** corresponding words with ***exactly the same pattern***

**Pattern Type 2:** corresponding words with ***a similar pattern***

**Pattern Type 3:** corresponding words, but with ***a less recognisable pattern***

⚠ **The dangers of ecstasy:** *Not all physical problems associated with the drug are immediate. Medium term and long term effects have been reported which are quite disturbing, yet not all are conclusively linked to the drug's use. Medium term effects include the possibility of contracting the liver disease hepatitis or risking damage to the kidneys. However, animal studies show no such damage (although it is readily admitted by researchers that animal studies are far from conclusive since humans react in different ways than rats and monkeys to the drug), and cases of human liver or kidney damage have so far only been reported in Britain. Nonetheless, evidence to date suggests that alcohol and Ecstasy taken at the same time may result in lasting harm to bodily organs.*

**Question:** Permanent damage to the body may result if Ecstasy is taken simultaneously with *alcohol*

| Question phrases | Passage phrases | |
|---|---|---|
| a) may result → | may result | (Pattern Type 1) |
| b) taken simultaneously → | taken at the same time | (Pattern Type 2) |
| c) damage to the body → | harm to bodily organs | (Pattern Type 3) |

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## ▶ Reading Skills & Strategies 12: Learn to skim the text

Skimming is a rapid reading technique; looking quickly over the whole text to

- understand the 'gist' - get a general idea of the topic and content of the passage
- identify the structure and organisation of the passage
- understand the main idea and theme of each paragraph
- build a mental map of the passage

Skim actively and efficiently. Increase your reading speed (***2X*** or ***3X***...) by using speed reading techniques. The 'content' words are kept and all the small words are left out.
As in speech, the big words carry the stress in the sentence. They act as the stepping stones through the text and allow you to skim the surface of the text. Ignore unknown words.
It is vitally important to understand the main idea of each paragraph.
One way to increase your speed is by learning to pick out the most important words in a sentence which will give you a summary of the meaning.

The minimum number of words you need in order to have a summary of the texts are given below. **Example**:

*A recent **survey** of top executives **shows** that **companies** are **wasting** valuable **time** and **resources** because **managers** are being **subjected** to unacceptable levels of **stress** by **office politics** and increased **pressure**. This **situation** is further **compounded** by **long hours**, **infrequent breaks** and **sleeplessness**.*

## ▶ Reading Skills & Strategies 13: Choose your skimming approach




**Skimming time:** Read the passage as quickly as possible (up to 3 minutes).

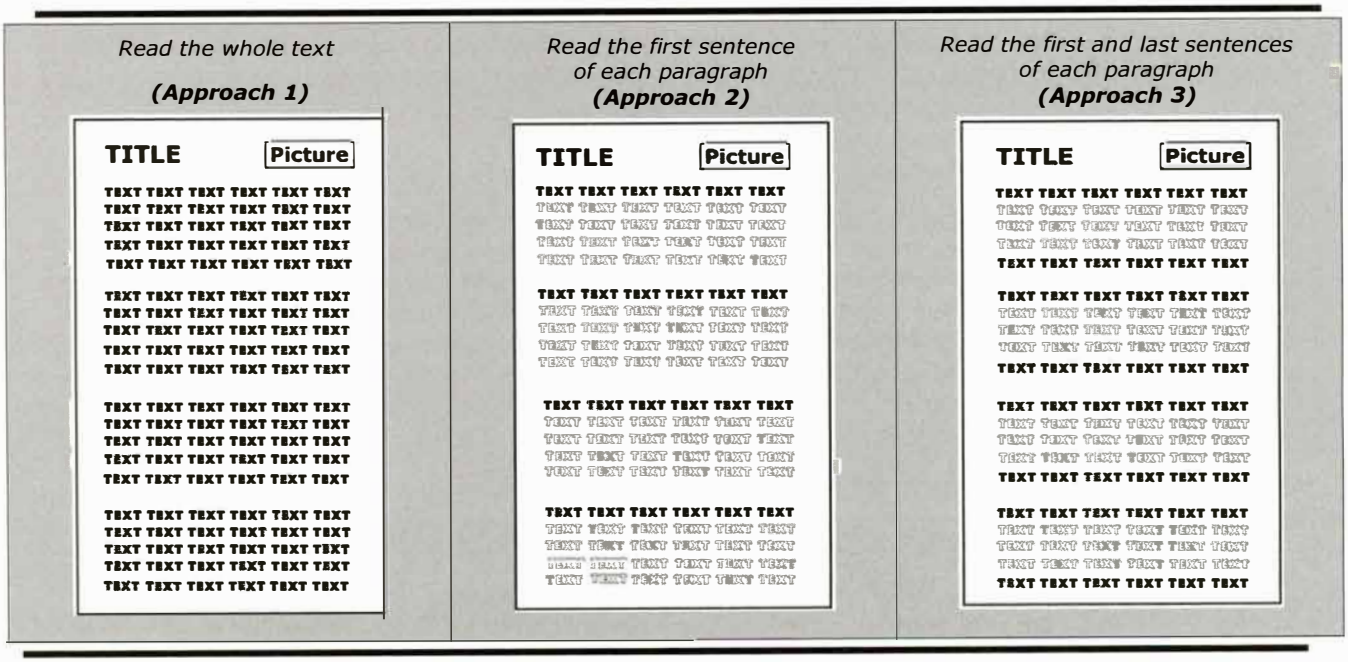
Aim to skim at the rate of approximately 250-300 wpm (word per minute)
(About 250-300 words per minute is typical of a college reader without any speed reading training).

Do not try and read every word; remember, you are reading for a purpose.
In technical passages, do not get lost on the technical terms. Skip them and move on.
You want a general understanding of what is going on, not a mastery of the passage.

Usually, the most important sentences in a paragraph are the first and last. The first introduces the main idea and the last makes some kind of conclusion or leads to the next idea.

### Time Management

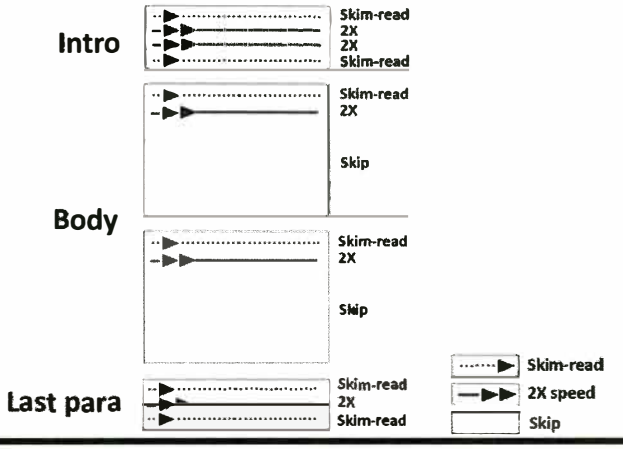
Set a personal strategy for how to manage your time. This means
how long you preview the passage
how long you spend on each question
how long you skim the passage
how long you spend on each task type and which questions to answer first
how long you spend on each passage




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## ▶ Reading Skills & Strategies 14: Vary your skimming speed

Vary your 'skimming speed' according to the ease or difficulty of the reading material. Highly flexible reading is being able to skim or skip without losing the understanding of the text. Some factors for flexible reading include subject matter, passage format, word choices, sentence structures and vocabulary. A typical skimming pattern showing speed can be as follows:




## ▶ Reading Skills & Strategies 15: Learn to scan

Scanning is a reading skill used to locate specific information quickly.

Scanning is searching a text very quickly to find information you want. Don't read every word. Move your eyes across the text until you find what you're looking for. Scanning saves time by allowing you to jump directly to the information you want.
Move around a text with ease. You can scan from left to right or right to left, from top to bottom or bottom to top.

Each question will contain clues as to where to find the answer in the passage. Do not just randomly search through the passage for the correct answer to each question.
Search scientifically.

Search for keywords, synonyms and parallel expressions, dates and numbers, topic-related terms and unusual words especially if capitalised, typographical cues; *italics*, **boldface**, underlying, * asterisks and proper names.

## ▶ Reading Skills & Strategies 16: Read intensively

Intensive reading (close reading) - reading a short text for detailed information; extracting information accurately.

Unlike with skimming and scanning, where you only need to understand some key words in each sentence, with reading intensively it may be necessary to understand every word to answer the question.

Intensive reading involves learners reading in detail with specific learning aims and tasks. Search areas require word-by-word detailed attention.




'Intensive reading' can be compared with 'extensive reading', which involves learners reading texts for enjoyment and to develop general reading skills.

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## ▶ Reading Skills & Strategies 17: Use the *SQ3R* Reading Method

**Survey:** Read titles and headings.

**Questions:** Think ahead. You may need to read the questions first.

**Read:** Set a pace that is appropriate to the passage; speed up and slow down as necessary. Read actively, looking for answers to your questions. Jot notes, highlight or underline as you go but don't overdo it!

**Recite:** Skim through the passage and summarise the information, put it into your own words (preferably out loud). Immediate review improves comprehension dramatically.

**Review:** Come back later for further practice. Read your notes and highlights. Summarise the information again and any specific information that you need to recall.

## ▶ Reading Skills & Strategies 18: Use 'Active reading' strategies

When you are reading, you need to make sure you are actively involved with the text.

- Survey the text
- Underline or highlight key words and phrases of the questions. Look for relationships between questions.
- Skim the text. Make marginal notes or comments if it is helpful.
- Pay particular attention to thesis statement (found in the introduction) as it shows the organisation of the passage.
- Read each paragraph and then determine 'what it says' and 'what it does.' Bracket the main idea of the paragraphs.
- Look for 'signposts' that help you understand the text - phrases like *' Firstly', 'Most importantly, 'In contrast', 'On the other hand'.*

**[Active reading strategies can significantly increase your band score]**

## ▶ Reading Skills & Strategies 19: Improve your speed reading skills. Read more in less time



**Speed reading is comprehending:** The purpose of reading is to comprehend what you read. How well you comprehend what you read is determined by your reading speed, the breadth of your vocabulary, and your degree of familiarity with the subject matter.
Speed reading actually increases reading comprehension. Because you read several words at a time when you speed read, you can pick up the meaning of words in context. Speed reading also has a snowball effect on the size of your vocabulary and general knowledge, which increases your reading speed.

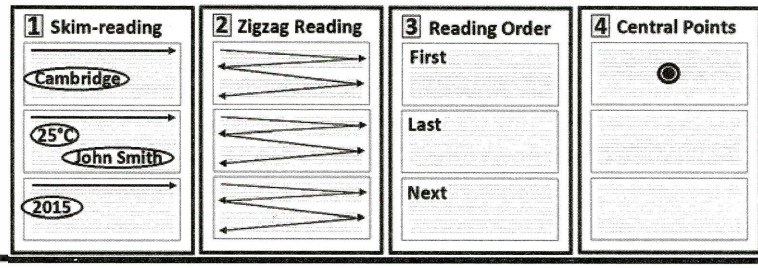


**Speed reading is concentrating:** Speed reading requires sustained, forceful concentration because, when you speed read, you do many things at once. To speed-read well, you must see and read the words on the page, remain alert to the author's main ideas, think along with the author and detect how he/she presents the material so you can pin down the main ideas, and read with more perspective to separate the details from weightier stuff. You have to know when to skim, when to read fast, and when to slow down to get the gist of it.

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## ▶ Reading Skills & Strategies 20: Do speed-reading techniques *if they work for you*

1 Skim the first sentence (line) of each paragraph, and find all key words (locators) mentioned in the questions. 2 Backward reading occurs when readers move (left to right) through a line of print and then move backwards (right to left) through the next line of print. Try to move around the text with ease. Reading in both directions, forward and backward, is an advanced technique that allows efficient speed readers to read twice as fast. *(***'Z'** sweep technique)
3 The conclusion paragraph provides the reader with a sense of closure and overall purpose. Sometimes, it may be a good idea to read the Introduction first, Conclusion next and Body last!
4 Very efficient readers can look at the centre of a paragraph; moving around the center in ever growing circles. It should take a few seconds to get the main idea of each paragraph.




## ▶ Reading Skills & Strategies 21: Maximise your comprehension by marking your texts

**Text Marking:** Mark important sections or words or sentences. This can help you find the required information quickly. When you are reading a text that contains many facts and ideas, it is helpful to mark the important facts and ideas so that they stand out and can be used for reviewing and remembering the material. But remember, don't overdo it! It'll be a waste of time and helpless marking too many sentences.

### What to mark in a text

You should select and make visually memorable only the most important information or ideas:

- the topic of the passage
- the thesis statement, if the thesis is directly stated
- signals for the overall pattern of the passage
- the main ideas
- the details that support the thesis or main ideas, including key words mentioned in the questions.

## ▶ Reading Skills & Strategies 22: Practice how to mark a text

The following is a list of different kinds of marking that good students often use.
You should try out all of these techniques and then decide which ones work best for you.
Experienced readers develop their own personal style of marking, usually a combination of various techniques.

- Underlining (in pencil)
- Circling or making a box around words or phrases
- Drawing lines or arrows from one part of the text to another
- Writing a key word, date, or name in the margin
- Making a star or arrow in the margin beside an important point
- Making a question mark or exclamation point to express your reaction
- Numbering points in a series

**Note:** Always mark in pencil so you can make changes if necessary.

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## ▶ Reading Skills & Strategies 23: Extract the main purpose of each paragraph

Read actively. Think about the purpose of each paragraph. A paragraph is a group of sentences related to a particular central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information in a paragraph.

**Discover the main purpose of each paragraph.**

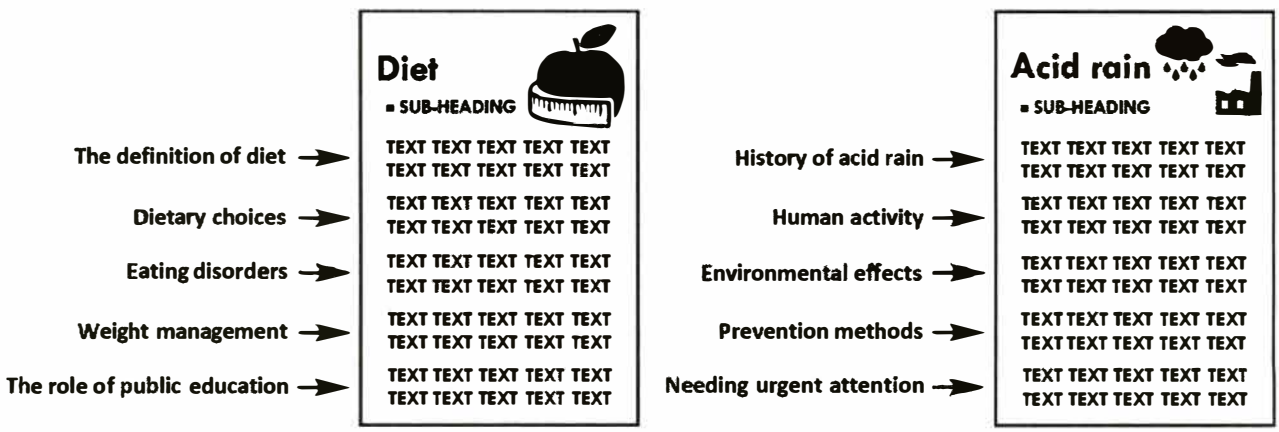
Pay particular attention to the words expressing

- causes
- effects
- problems
- solutions
- reasons
- advantages
- disadvantages
- examples
- definitions
- instructions

This will help you locate the required information.

## ▶ Reading Skills & Strategies 24: Jot down main ideas in the margin when skimming

It is *sometimes* helpful to make brief notes in the margins to indicate the purpose of the paragraph and key points. Choose your own heading, but don't overdo it!
Example:




## ▶ Reading Skills & Strategies 25: Identify the function of a paragraph

Each sentence in a paragraph has a function. It must be connected to the sentence before and the sentence after and add information about the main idea in the topic sentence.
Linking words and reference words help to connect sentences together and highlight their role.

*(1) The government recently invited the water industry and interested parties to make suggestions about how to save water (2) Debatable though it is, one of the most common ideas put forward was to meter all homes in the country. (3) Many people feel that installing water meters nationwide would turn out to be expensive. (4) However, the longer the delay in doing so, the greater the cost is likely to be, both in terms of water wasted and money. (5) Metering would , in all probability, be the single most important step, simply because it would make people aware of the amount of water they are using, thereby reducing consumption. (6) To many people, this course of action lets water companies off the hook and transfers responsibility to the consumer. (7) Yet, most are of the opinion that nationwide metering needs to be introduced.*

**Function bank** (Note that each sentence might have more than one function)
**Sentence 1** is the focus sentence. It is an organising sentence
**Sentence 2** is describing a suggestion. Note that it is not making a suggestion
**Sentence 3** is a result, development, a hypothetical implication. Note that this sentence functions as a concession or an *although* clause
**Sentence 4** is stating a probability, a real implication and a contrast
**Sentence 5** expresses a reason, a result and a hypothetical implication. It is also stating a probability
**Sentence 6** expresses a reservation
**Sentence 7** is an objective conclusion

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## ▶ Reading Skills & Strategies 26: Don't translate when reading

Do you translate into your native language as you read in English?

Translating into your native language takes time and prevents you from concentrating on the ideas. Furthermore, it interferes with your ability to think in English as you read.

> Don't translate into your native language unless you have found the search area, and decided to read intensively

Always practice answering the reading passages within the time limit.

## ▶ Reading Skills & Strategies 27: Note if there is a glossary accompanying the passage

If a text contains specialist or technical terms then a simple glossary is provided below the text. It is important to read this too.

**TITLE**

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**Glossary:**

xxxxxxxx

## ▶ Reading Skills & Strategies 28: Read widely

As the reading passages are based on authentic materials, reading newspapers, blogposts, magazines, books, etc will help to familiarise you with different styles of writing (descriptive, discursive, argumentative, etc.) and expose you to a variety of language about different topics It will also help you to practise dealing with unknown words and topics — a skill that comes in very useful during the test.

### Extensive Reading (ER)

(*Book flood* OR *Abundant reading*)

The more you read, the better you read. You will have an opportunity to develop the habit of reading extensively—that is, reading many books that you choose for yourself.

This will help improve your reading fluency, increase your comprehension and expand your vocabulary.

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## ▶ Reading Skills & Strategies 29: Recall while reading

**Memory:** Ability of readers to retain, store and recall information. Efficient readers with good memory tend to possess both interest and motivation in their reading activities.

**Retention of Reading Material:** Remembering important ideas from the selected text. Efficient readers determine the 'meaning' of the material, which they retain in their own 'inner language' and recall easily when necessary or desired.

- Retention is a reading skill which can be improved greatly with practice.

**Reviewing:** By looking over your notes, it could help you familiarise yourself with the important information in the reading. Covering the notes and reciting the main points is a great way to check your memory. Recite and reflect on what you read.

**Establish check points**: While reading, stop at different points to evaluate what you have read.

## ▶ Reading Skills & Strategies 30: Read the instructions carefully

While it may seem obvious that it is important to read the instructions on the question paper carefully, many candidates fail to do so. As a result, even though they know the answer to a question, they don't get a mark because they have not followed the instructions. Examples would be if the instructions require the answer to be the number of an item in a list and the candidate writes down the item itself or if the candidate is asked to fill in a gap but writes the whole phrase instead.

Remember to read the instructions carefully. The instructions will tell you

- what you need to do
- what kind of answer is required
- whether an answer can be used more than once
- how many words you need to write.

  e.g. *'Choose **NO MORE THAN THREE WORDS** from the passage for each answer'.*

## ▶ Reading Skills & Strategies 31: Identify the words that are most important in each question

Use the words in the questions to help locate the relevant part of the passage. Some questions are easier to search for, as they stand out from the rest of the text.

Note: The key words that contain numbers, names or distinctive words are sometimes called 'locators' or 'landmarks'.

Find the key words in the question. These are typically nouns, verbs, numbers, or phrases in the question that will probably be duplicated in the passage. Once you have identified those key words, skim the passage quickly to find where those key words appear.

What caused Martin to suddenly return to Paris?
The key word (locator) is *Paris*. Skim the passage quickly to find where this word appears. The answer will be close by that word.

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▶ Read more:

However, sometimes key words in the question are not repeated in the passage. In those cases, search for the general idea of the question.

Example:
Which of the following was the psychological impact of the author's childhood upon the remainder of his life?

Key words are *'childhood'* or *'psychology'*. While searching for those words, be alert for other words or phrases that have similar meaning, such as *'emotional effect'* or *'mentally'* which could be used in the passage, rather than the exact word *'psychology'*.

Some questions will not have a key word.

Example:
Which of the following would the author of this passage likely agree with?
In these cases, look for key words in the answer choices. Then skim the passage to find where the answer choice occurs. By skimming to find where to look, you can minimise the time required.

## ▶ Reading Skills & Strategies 32: Anticipate grammatical form as well as vocabulary

Anticipate grammatical form as well as vocabulary. For some tasks, you can identify and anticipate the part of speech of the word needed to do the task.

- noun
- verb,
- adjective
- adverb

Decide what kind of information is required to carry out the task, e.g.

a person
a place
an object
an area
a number
a process, etc.

Make certain your words make sense both logically and grammatically.

▶ Read more:



*There are a number of practical applications of superconducting materials. Many of these applications are based on the fact that the materials can be made into extremely powerful electromagnets. These are used in scientific experiments to direct beams of particles. They also form part of maglev trains — trains that float a small distance above the rails because of magnetic forces. Because there is no contact between the train and the rail, this form of transport is capable of very high speeds, although it is unlikely to be in widespread use until costs drop considerably.*

***Questions 1-5:*** *Use* ***NO MORE THAN Two WORDS*** *from the passage, complete the sentences below.*

Superconductors are used in a variety of contexts. Very **1** ..... can be made out of superconducting materials and scientists use them in **2** ..... In transport, maglev trains rely on the **3** ..... produced in superconductors to raise the train above the rails, the lack of **4** .....meaning that high velocities can be reduced. The **5**.....of maglev systems limit their use.

**Anticipated answer 1:** (Adjective + noun)
**Anticipated answer 2:** (Adjective) + noun
**Anticipated answer 3:** (Adjective) + noun
**Anticipated answer 4:** (Adjective) + noun
**Anticipated answer 5:** (Adjective) + noun

**Answers: 1**- powerful electromagnets **2-** scientific experiments **3-** magnetic forces **4-** contact **5-** costs

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## ▶ Reading Skills & Strategies 33: Learn to spot synonyms and parallel phrases

**Beware of synonyms:** Being able to identify synonyms is an important skill for the Reading Test. For example, the question might use the words *rely on* and the passage contains the words *depend on*. If you do not know that these are synonyms, you will have difficulty scanning to the correct section of the passage and answering the question.

**Beware of reworded statements:** The majority of the 40 questions in IELTS Reading will involve some form of paraphrase of the original text. As a paraphrase expresses the same meaning using different words, it naturally helps to have a huge vocabulary. Paraphrase recognition starts with knowing which words are most likely to be paraphrased: conceptual words like *find/discover*, *avoid/prevent*, and *theory/explanation* are typically paraphrased, while more technical terms such as *infectious disease, volcanic eruption*, or *silicon chip* are likely to re-appear in the text.

*Criteria such as elevation, steepness, relief and volume, among other measures, can help determine whether a particular landform is a mountain or not.*

*Factors such as height, gradient, outline and bulk help define a mountain's status.*



## Find relevant sections by

- **spotting locaters**; 'easy to find' key words in the passage

  (*e.g. University of Cambridge , cam.ac.uk , 1209 , 800th , UK*)

- **identifying the synonyms (paraphrases) of the key words**

  (*e.g. benefit & positive aspect)*

- **understanding the main idea (theme) of each paragraph.**

  (*e.g. Internet connection via broadband offers many advantages...)*

## ▶ Reading Skills & Strategies 34: Don't spend too long on a single question

Skip any questions you are not sure about, rather than wasting too much time on a particular question; you can come back to those questions later.

If you can't get the answer, move on.

☒ If you keep trying, you will:
- loose time for other questions
- feel less confident doing the rest

☑ If you move on, you can:
- answer more questions
- come back later. The more reading questions you answer, the more understanding you can get. After that, you can come back and answer the question. Manage your time!

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## ▶ Reading Skills & Strategies 35: Guess if you are running out of time

Try to answer all the questions. If necessary, guess the answer.

There are no penalties for wrong answers.

If you are really running out of time, skip the following tasks

***- TRUE / FALSE / NOT GIVEN***

***- YES /NO / NOT GIVEN***

***- Multiple Choice Questions***

as these are 'possible-to-guess' tasks, and can be chosen by chance!

## ▶ Reading Skills & Strategies 36: Recognise text organisations

When skimming the text, try to identify the main function of each paragraph- a new paragraph introduces a new point and theme. Understanding how a text is organised will help you locate information more quickly when it comes to answering the questions.
Most texts in English have this basic organisational structure:

| |
|---|
| Introductory paragraph with a thesis statement |
| Body paragraphs that develop the main points and support the main ideas |
| A concluding paragraph that often contains a restatement of the thesis statement |

Different kinds of texts have different overall purposes that reflect the writer's aims.
The purposes of the different text types used in the Reading Test are broadly as follows:

| | | | | |
|---|---|---|---|---|
| 1) to inform | 2) to describe | 3) to instruct | 4) to analyse | 5) to persuade or argue |

Skim so that you recognise common types of paragraph organisation, like effects, causes, methods, etc.
Writers often use a combination of patterns.

## ▶ Reading Skills & Strategies 37: Use the first paragraph to make predictions

The introduction paragraph contains important information; general information and thesis statement - the sentence that summarises the main point or claim of a passage, and is supported, and explained in the text by means of examples and evidence- it is strongly recommended to read the last sentence of the introduction paragraph carefully as it is very informative.

**Introduction**

**General information**

**Thesis statement**
- **Main idea for the entire essay**
- **Writer's opinions [optional]**
- **Essay route**

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## ▶ Reading Skills & Strategies 38: Identify the thesis statement (Essay map)

The thesis statement is one sentence which explicitly states the **focus, scope, purpose, organisation** and **direction** of the text. It clarifies the structure of an essay.

The thesis statement usually appears at the end of the first paragraph.

- *This will elaborate on the reasons behind…*
- *There are many good reasons for supporting…*

Like the main idea in a paragraph, the thesis statement tells the writer's overall idea about the topic. It is a statement that a writer intends to support and prove.

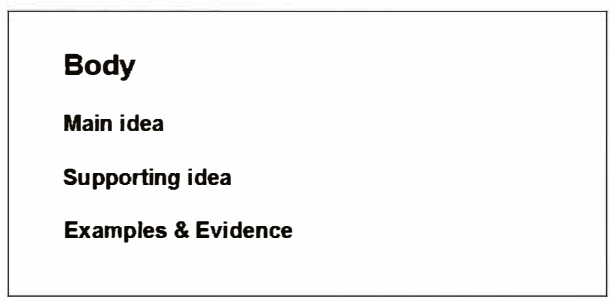
Example of a **non-debatable** thesis statement:
*Pollution is bad for the environment.*

Example of a **debatable** thesis statement:
*America's anti-pollution efforts should focus on privately owned cars because it would allow most citizens to contribute to national efforts and care about the outcome.*

Recognising the writer's thesis statement is the key to understanding the ideas in a passage.

## ▶ Reading Skills & Strategies 39: Check the body paragraphs

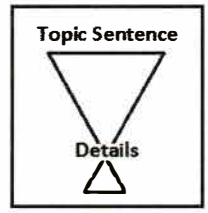
Each body paragraph contains a topic sentence that tells readers what the paragraph is going to be about.
Supporting sentences discuss the idea(s) in the topic sentence by using examples and/or evidence and/or a concluding sentence that summarises the main idea(s) or evaluates the connections between them.




## ▶ Reading Skills & Strategies 40: Learn to recognise paragraph structure

- **Topic Sentence at the *Beginning* and the *End* of the Paragraph**

Traditionally the topic sentence is the first sentence of the paragraph. In this lead position, it functions to introduce the examples or details which will explain the controlling idea. If the paragraph is meant as a freestanding unit of discourse and not part of a larger whole, the topic sentence, or rather the ideas it contains, are frequently restated at the end of the paragraph. In this position, the restated topic sentence serves as a concluding statement. Such repetition of the topic helps the readers to follow the content of the paragraph, especially if that content is complex in nature. A diagram of this type of paragraph development might take the form of an hourglass, where the topic sentence and its restated counterpart form the broad base and top, and the supporting details occupy the intervening space.




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The following sample paragraph is one that has a topic sentence at the beginning and at the end of the paragraph:

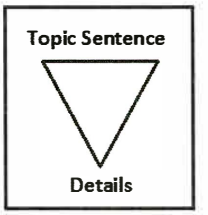



***Throwing a clay pot, the age old art of making pottery on a wheel, is a process that requires many steps.*** *Assuming the potter does not have to make his own clay, the first step toward the finished product is wedging the clay. Here, the potter kneads the clay to prepare it for throwing. Wedging cannot be rushed. A minimum of fifty turns is required to rid the clay of air pockets and align its molecules. Once wedged and formed into a ball, the clay is thrown onto the center of a potter's wheel. Now the material must be centered. Centering not only takes strength but time as well. The clay must be coerced into a perfectly symmetrical shape, dead center on the spinning wheel. To proceed with poorly centered clay is to court certain disaster in the form of tilting, uneven pots, or worse, the total collapse of the piece. When correctly centered, the clay is ready to be opened. To do this, the potter finds the center of the clay and slowly sinks a rigid finger into the still-spinning clay. Only now can the clay be shaped. With a steady but gentle hand, the potter pulls up the sides of the pot until the desired height is reached. Now the shaping is completed and the pot is ready to be dried, fired, and glazed.* ***Thus, even though a clay pot may appear simple to make, fashioning one by hand is a long and sometimes tedious process.***

The concluding sentence of this paragraph reminds the reader of the controlling idea of the paragraph, namely that throwing a pot requires many steps. Note that the first and last sentences, while similar, are not identically phrased.

- **Topic Sentence at the *Beginning* of the Paragraph**

Concluding remarks of a paragraph do not always restate the topic sentence and, in fact, in some paragraphs may be missing altogether. However, a topic sentence is still needed.
A second and also common placement for the topic sentence is in the lead position with no repetition in the last sentence.
A paragraph of this nature starts with a strong, general topic statement with subsequent supporting details narrowing from this broad beginning. Such a structure provides the reader with immediate knowledge of the topic and scope of the paragraph and thus serves as a map for the details that follow. This type of structure is most frequently found in newspaper articles, where the headline may also assume the role of topic sentence. A diagram of this paragraph type would be the top half of the above hourglass, or an inverted triangle.




The following sample paragraph **begins** with a topic sentence. The details which follow it repeat the controlling idea of the paragraph and are arranged in chronological order, that is, from first to last:



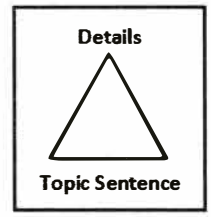
***Constructing a wedding cake is a complicated process.*** *Before any baking takes place, the size of the cake and the decorative design to be used must be determined. Then the layers are baked. On a large cake the bottom layers may be as much as sixteen inches in diameter. Because of their size, these layers must be baked one at a time, a process which may actually take an entire day. Once the layers are cooled, same-size pairs are matched and frosted. Since large wedding cakes are surprisingly heavy, half-inch dowel rods must be measured, cut, and carefully driven into the bottom layers. These wooden posts provide hidden support for the weighty upper layers. When all the layers are set in place, flowers, garlands and leaves of frosting are added. These delicate touches individualize the wedding cake and transform it from merely a cake into a culinary work of art.*

In the paragraph above, the topic sentence is **Constructing a wedding cake is a complicated process.** The steps involved in constructing this type of cake are told in time order, beginning with baking and ending with decorating. Note that, although the paragraph draws to a logical conclusion, the topic sentence is not repeated in the end position.

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- **Topic Sentence at the *End* of the Paragraph**

While it is most common for topic sentences to begin the paragraph, they do not always do so. When this idea is extended to the paragraph, the topic sentence, placed last, serves to summarise the previous details.




Paragraphs are written in this form primarily aimed to bring up a controversial topic only after sufficient groundwork has been laid. The act of providing convincing data or groundwork leads the reader to the topic sentence, which then also serves as the conclusion.

---

The following sample paragraph is an example of one in which the topic sentence and controlling idea appear in the final position:



*People do it every day. They log on to their favourite website and browse for hours, checking out bargains. They dump every possible wish into their shopping carts, knowing they can cast each one aside before they finalise their purchases. On the way, they may enter a sweepstakes in the hopes of winning a trip to Cabo San Lucas, or maybe even a new SUV. And then, when they have decided on their purchases, they enter private information without giving it a thought. With a keystroke, they release their personal data into what may or may not be a secure zone.* ***Despite what much of the public believes, internet shopping is not safe.***

In this paragraph, the idea that internet shopping may not be safe could be considered controversial. For this reason, groundwork is laid before the final, topic sentence is stated.

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## ▶ Reading Skills & Strategies 41: Identify the main idea of a paragraph

It is important to grasp the main ideas of all reading passages. Some questions are based on these main ideas, and knowing what and where they are in the text is often critical to the accurate and quick answering of questions.

The sentence in which the main idea is stated is the topic sentence of that paragraph. Every paragraph has a key sentence called a topic sentence. This topic sentence explains what a paragraph is about. It is the general idea of a paragraph. If you understand the general idea, you can look for the specific details which support the idea.

Although the topic sentence may appear anywhere in the paragraph, it is usually found at the beginning of the paragraph. Pay particular attention to the first sentence in each paragraph.

**Be careful:** not all types of text have topic sentences. Narratives, descriptions of processes and descriptive texts may not have topic sentences, as the development of ideas and arguments are perhaps not the main focus of these text types.

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▶ Read more:



*Thanks to the extensive media coverage of athletic events nowadays, the sports enthusiasts can understand the need for and benefits of sports psychology. Examples of mental training surround us; for instance, skiers, divers and gymnasts picturing their routines before they perform. Concepts such as motivation training and relaxation are the basis for strong mental preparation, whether for a team or an individual sport, for an amateur or a professional, for a couch or an athlete.*

*Physical activity can be measured in a number of different ways. In a laboratory it can be measured through looking at how much oxygen a person is taking into the body and delivering to the working muscles. In the gym, it can be measured using a heart rate monitor, which records the heart rate at different workloads. The intensity at which you work can be described as either strenuous, moderate or mild. What constitutes a strenuous, moderate or mild exercise workload for you will depend on your current state of health and fitness. Mild to moderate levels of physical activity are all that is required to keep us fit. For many of us, this means walking quickly. Again, this depends on your current state of health or fitness.*

## ▶ Reading Skills & Strategies 42: Identify supporting ideas

Supporting details support the topic sentence.

Supporting ideas are created by the following items.

| Supporting Ideas | | |
|---|---|---|
| examples | clarifications | quotations |
| descriptions | definitions | reasons |
| explanations | facts | comparisons |



*Megacities have a number of similar specific problems. Among common problems are high population concentration, high traffic levels, housing problems and, in some cases, extreme socio-economic differences. However, large population numbers alone do not create these problems; city problems are thought to be caused mostly by weak and unrepresentative city governments.*

▶ Read more:

The specific details follow the topic sentence.



*OCD (Obsessive Compulsive Disorder) sufferers experience worries that are both unreasonable and excessive and that act as a constant source of internal stress. Fear of dirt and contamination are very common obsessive thoughts. The obsession with orderliness and symmetry is also common. In other cases, persistent thoughts are centered on doubts, such as whether or not a door is locked or a stove is turned off. Impulses, such as the urge to swear in public or to pull a fire alarm, are other types of OCR symptoms. In order to be diagnosed with OCD, a sufferer must exhibit obsessions and/or compulsions that take up a considerable amount of time (at least one hour per day).*

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▶ Read more:

**Words expressing**

- **Addition & Sequence**

*First, Firstly, First of all, Initially, To start with, To begin with, First and foremost, First and most importantly, In the first place, The first feature, Secondly, In addition, Furthermore, One more point, For one thing, One more point, Moreover, More importantly, Besides, Additionally, Next earlier, Then, After that, Subsequently, What is more, Afterwards, Also, Not only…but also, As well as, Above all, Last but not least, Lastly, Ultimately, Finally*

- **Clarification**

*That means…, It implies …, It suggests …, It indicates …, In other words, This clearly proves that…, To be more precise, More precisely, To be more specific, To be exact, On closer examination, we find…, In short …, To elaborate on this issue, The clearest indication of …, As a matter of fact…, In fact…, To clarify this issue…, For example, For instance, i.e.*

## ▶ Reading Skills & Strategies 43: Check the conclusion

*Sometimes,* it is a good idea to read the introduction and conclusion first, in order to get a general image of the passage. The conclusion brings together all of the information and ends the text smoothly. The thesis statement is often restated in the conclusion.

| Conclusion signals | | | |
|---|---|---|---|
| *In brief* | *All in all* | *In summary* | *As a general rule* |
| *On the whole* | *To sum up* | *To summarise* | *To conclude* |
| *In short* | *To be more precise* | *Finally* | *Then* |
| *Overall* | *In conclusion* | *we must acknowledge that* | *ultimately* |

**Conclusion**

**summarises the key points concisely**

**suggests what needs to be considered in the future**

**makes a prediction**

## ▶ Reading Skills & Strategies 44: Improve your fluency skills

To improve your reading speed and fluency, time yourself as you read something that is easy for you. *Easy* means:

- The sentences are easy to understand
- You can read quickly and still understand
- Reading feels natural and relaxed.

Push yourself to read faster each time. It might seem strange, but reading faster will help you understand better. If you read too slowly, you might forget many important points!

Keep a record of your reading speed and comprehension. That way you will see your improvement. You will be surprised at how much both your speed and comprehension improve over time.

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▶ Read more:

**Check your reading skills**

Measurements of speed and comprehension depend upon the text contents. Results in the table do not correspond to a specific test but give a *'general idea'* of reading efficiencies.

| Paper (words per minute) | Comprehension | Reader profile |
|---|---|---|
| Approximately : 80 wpm | < 40% | Insufficient |
| Approximately : 150-200 wpm | > 60% | Average reader |
| Approximately : 250 - 400 wpm | 70% | Good reader |
| Approximately : 800-1000 wpm | 80% | Excellent, accomplished reader! |

## ▶ Reading Skills & Strategies 45: Use a pointer tool as a pacer

Use a pointer or your finger to control or direct eye pacing while reading text.
Place it underneath a word and move or hop along the line.
Sweeping a pointer across the lines serves

- to keep your eyes moving constantly forward
- to force the eyes to read the text at any speed desirable
- to force the eyes to move down text in a smooth rhythm. Do not reverse it and let the eye drag the hand!
- to lead your focus; concentrate on the text so that you can move faster along the length of a passage.
- to broaden the visual span for speed reading
- to eliminated the problem of regression
- to minimise the duration of fixations by using a pacer

Interestingly, hand motions are helpful in improving both speed and comprehension, mainly because they help avert such reading distractions as regressions.

**To help you stop backtracking, use your index finger or a pointer as a pacer.**



## ▶ Reading Skills & Strategies 46: Read in units or chunks of words

**Chunking:** A strategy for breaking words into manageable parts.

Try to minimise the number of fixations to increase reading speed.

**Phrase Reading:** Fluent readers do not focus on the meaning of every word. Instead, they focus on the meaning of groups of words. To do this, they divide longer sentences into groups of words, or 'chunks'.

For instance, this sentence could be grouped in this manner

*For instance /this sentence /could be grouped /in this manner* (10 words/4 chunks)

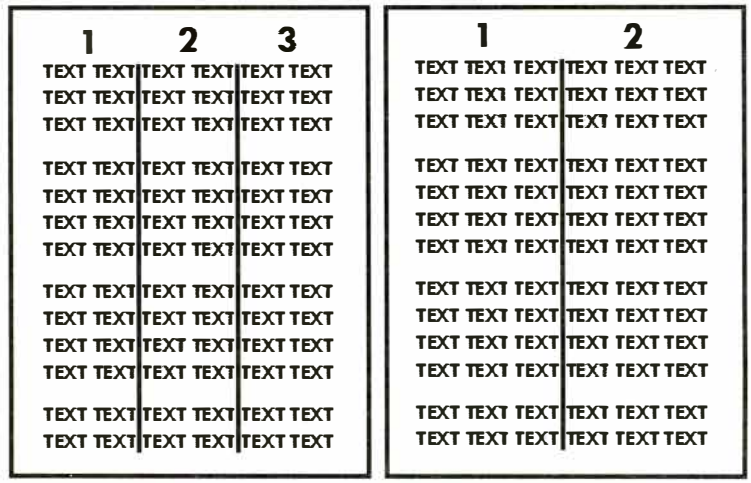
Haiku is an ancient type of poetry that originated in Japan and remains popular throughout the world today.

*Haiku is an ancient type of poetry / that originated in Japan / and remains popular throughout the world today*. (18 words/3 chunks)

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## ▶ Reading Skills & Strategies 47: Widen your vision span

You can practice by drawing vertical lines in the text. Your eyes should only stop by the lines.




▶ Read more:

Practice to eliminate regression (unnecessary re-reading of material)

- Speed-reading is the process of viewing text one line at a time instead of one word at a time and then moving on to the next line without taking time to pronounce the words in your mind.
- Increasing your eye span makes greater use of your natural peripheral vision, treating each group of words as a 'unit' helps your reading move along faster. So, instead of reading word by word, you can read every group of words as a whole.
- Sweep through the information smoothly, rhythmically, and rapidly.

*This is/ how a /poor / reader's/ eyes move / along / lines / of print.* (12 words/8 chunks)

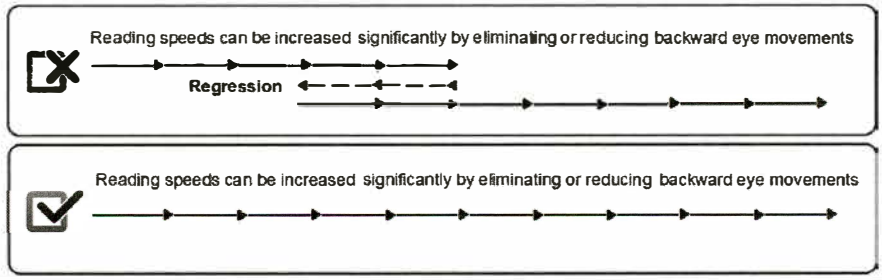
*This is how / a better reader's eyes / move along / lines of print.* (12 words/4 chunks)

## ▶ Reading Skills & Strategies 48: Avoid regressing

Eliminate regression to increase speed. Use a pointer to help your eyes move quickly and in a single direction. Regression- backward fixations - is a practice where the reader re-reads the same material because of self-doubt or lack of reading confidence. The natural double-checking habit can slow down comprehension by including more reading processes than are necessary for the brain to absorb the material. Back-skipping can be conscious or unconscious.

- A conscious regression occurs during the re-reading of a difficult passage in the text.
- An unconscious regression occurs when the reader looks back at words unnecessarily.

This often happens when a reader lacks confidence in comprehension. It is one of the most common of poor reading habits learned in early training.



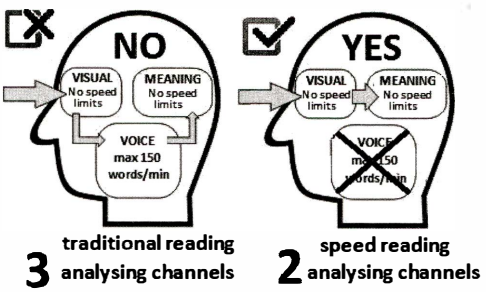

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## ▶ Reading Skills & Strategies 49: Avoid vocalisation

**Vocalisation:** Moving lips or pronouncing words while reading.

**Subvocalisation:** Silent speech or pronouncing words in your head. Eliminate vocalisation or sub-vocalisation as you read (Mouthing the words while reading either out loud or in your head) and often considered the biggest barrier to speed reading. The maximum speaking rate is about 150 words per minute. If you say the words to yourself (even silently) as you read, you will never be able to read any faster than the maximum speaking rate. This is known as the 'subvocalisation barrier'.

**The stages of information analysis**




**3** traditional reading analysing channels

**2** speed reading analysing channels

## ▶ Reading Skills & Strategies 50: Check your reading style

Reading educators distinguish between three types of vocalisation. In order from most to least vocal, they are *motor readers, auditory readers*, and *visual readers*.

**Motor reader:** These readers tend to move their lips and may even mimic speech with their tongues and vocal cords when reading. Their reading range is very slow because they must read word-by-word at the rate they speak. These readers have poor comprehension due to their slow reading speed. A reader who vocalises has to make a big mechanical reading effort to extract a small amount of information.

**Auditory reader:** These readers do not engage their lips, tongue, or vocal cords when they read, but they do silently say and hear the words. Auditory readers are skillful readers with vocabularies large enough that they can quickly recognise words.

**Visual reader:** These readers vocalise minimally or not at all. Visual readers engage their eyes and minds when they read, but not their mouths, throats, or ears. They can read many words at once because they read ideas, not individual words. To be a speed reader, you must endeavor to be a visual reader.

## ▶ Reading Skills & Strategies 51: Improve your concentration

**Myth:** Fast readers lose comprehension, and slow readers gain comprehension.

In many ways, speed reading is just the act of reading with a deeper level of concentration and efficiency. You have to concentrate harder when you speed-read because you do several things at once in the act of speed reading:

- You consciously try to read several words at the same time.
- You try to detect and read word groups with a single eye fixation.

When you speed read, keep your main focus on processing the *information in the words.* This takes time and practice, but you'll get it.

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## ▶ Reading Skills & Strategies 52: Race the clock. It keeps you motivated

Time your current reading speed. You have roughly one and a half minutes for each question so time management is extremely important.

| | Time (60 minutes) | Time (60 minutes) |
|---|---|---|
| Section 1 | 20 | 17-18 |
| Section 2 | 20 | 20-20 |
| Section 3 | 20 | 23-22 |

If possible, keep some spare time to check your answers.

Never spend too long on a single question – guess the answer or leave it to return to later.

## ▶ Reading Skills & Strategies 53: Do the easier questions first

The first section is usually the most straightforward, and the texts and tasks become more demanding as the test progresses. Do the earlier questions as quickly as possible, to give yourself more time for the difficult questions.

Work from the beginning so that you start with the easier questions.

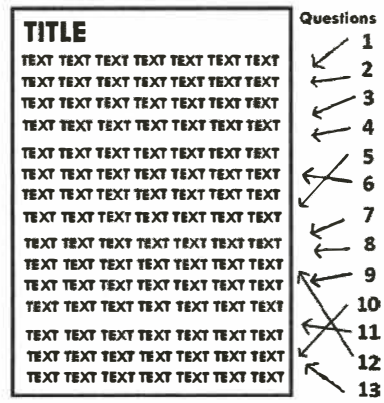
Even though the sections of the Reading test get progressively more difficult, all correct answers carry the same mark.

Pace yourself. Answer as many questions as you can before moving on to next passage.

> *Jump around within a set of questions to find the ones you can answer quickly, but don't jump from passage to passage*

## ▶ Reading Skills & Strategies 54: The questions *normally* follow the text

Note that the questions *normally* follow the order of information in the passage so the answer to question 3 usually comes after the answer to question 2. (But not always!)
***Example:***




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## ▶ Reading Skills & Strategies 55: Identify meaning from context

Guessing meaning from context in the IELTS exam is an important technique that will improve your reading skills and the speed with which you can read.

You can often guess the meaning of words you don't know from the context. Think about the topic. Look at sentences before and after the word. They may give clues such as examples, contrasts, or synonyms that help identify the unknown word.

Look carefully for words with positive or negative connotations.

When you encounter an unknown word in the Reading Test, ask yourself whether it is needed to answer a question. If it is needed, use the strategy described below to help you guess how the word fits into the passage. If is not needed, you can simply ***ignore it***.

## ▶ Reading Skills & Strategies 56: Be familiar with common context clues

Use 'context clues' to unlock the meaning of unfamiliar words; the words around the unknown word which give you clues. Make intelligent guesses!

Context clues are hints that an author gives to help define a difficult or unusual word.
The clue may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence.

**Common Context clues:**

- **Definition context clue (explanation & illustration & synonyms)**
- **Contrast context clue (antonyms)**
- **Comparison context clue**
- **Word context forms, root words and affixes**
- **Example context clue**
- **General sense context clue (logic)**

▶ Read more:

Read the passage below. Write down what you think the word in *italics* means.

- **Definition** context clue (explanation & illustration & synonyms)

*There are many examples of the cooperation between people and dogs. Guide dogs, for example, give essential assistance to the blind, while **beagles**, small dogs with short legs, are often used by hunters.*

***beagles***: *small dogs with short legs*

- **Contrast** context clue (antonym)

*It should come as no surprise that younger people spend much of their leisure time on their feet, engaged in energetic activities, whereas the older people opt for more **sedentary** pursuits like going to the theatre or watching television.*

***sedentary***: somewhat inactive; characterised by much sitting (*engaged in energetic activities, whereas the older people opt for more **sedentary** pursuits like going to the theatre or watching television.*)

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▶ Read more:

– **Comparison** context clues:

*Birds are **oviparous**; similarly, fish and reptiles lay eggs that hatch outside of the body.*

***oviparous***: (of an animal) producing eggs rather than live babies. (*lay eggs that hatch outside of the body)*

– **Word form** context clues

*The article is full of **baseless** facts with no specified source.*

***baseless***: not based on facts or good reasons (*base**less***)

▶ Read more:

**Example** context clue

***Edifices**, such as skyscrapers and condominiums, are found in cities.*

***Edifice:*** A large building especially an impressive one (*such as skyscrapers and condominiums, are found in cities)*

**General sense** context clue (logic/ Cause & effect)

*Although technology has made mountain climbing both safer and easier, but it is not a sport without risk. Bad weather can come quickly and last for long periods and the effects of severely cold weather can lead to **hypothermia** and if, untreated death.*

***hypothermia***: serious medical condition in which person's body temperature falls below the usual level as a result of being in severe cold for a long time (*the effects of severely cold weather can lead to **hypothermia** and if, untreated death)*

## Questions:

Guess the meaning of the words written in bold type.

1. The art, science, or profession of teaching is called ***pedagogy***. (Explanation)
2. ***Divergent thinking*** is generating many different ideas in order to solve a problem. (Explanation)
3. ***Conservative behavior*** involves cautious or conventional actions. (Explanation)
4. ***Criterion*** means a standard or rule by which a judgment is formed. (Explanation)
5. When he made ***insolent*** remarks towards his teacher they sent him to the principal for being disrespectful (Explanation)
6. ***Kingfishers*** are a group of small to medium-sized brightly colored birds (Explanation)
7. Some birds like to build their nests in ***inconspicuous*** spots — high up in the tops of trees, well hidden by leaves. (Explanation)
8. In my opinion, boxing is an ***abhorrent*** sport. Modern society should be opposed to such violent contact sports. (Explanation)
9. My sister is extremely neat in appearance while she is ***slovenly*** in her housekeeping. (Contrast)
10. Some business disputes can be settled out of court; on the other hand; others require ***litigation***. (Contrast)
11. At first the labor union leaders and the factory owners argued about pay schedules and benefits; however, they finally came to a ***compromise***. (Contrast)
12. Carlos ***acquiesced*** to Jane's demands instead of standing his ground and defending his viewpoint. (Contrast)

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**13.** Unlike mammals, birds ***incubate*** their eggs outside their bodies. (Contrast)
**14.** My husband is ***parsimonious*** but my brother is the most generous person I know. (Contrast)
**15.** The Greek vase was made of ***alabaster***; similarly, the Roman lamp was also of a translucent, white stone. (Comparison)
**16.** Both accountants and ***CPA***'s are necessary for a large company's financial office. (Comparison)
**17.** The old chair was protected by both handmade ***antimacassars*** and other coverings. (Comparison)
**18.** Taking out the garbage was an ***onerous*** task; likewise, washing dishes can be a hard job. (Comparison)
**19.** Around 1,000 soldiers had ***disobeyed*** orders and surrendered (Word form)
**20.** Fossil fuels have caused ***irreversible*** damage to the environment (Word form)
**21.** ***Potentates***-such as kings, queens, and emperors-are very powerful and wealthy people. (Example)
**22.** Wild flowers such as ***primroses***, mountain pansy and wild thyme are becoming rare. (Example)
**23.** She liked to wear red and always wore jewelry made of ***carnelian***. (Logic)
**24.** Birds are always on the lookout for ***predators*** that might harm their young. (Logic)
**25.** When the ***manuscript*** is edited, the company will publish it. (Logic)
**26.** ***Tsunamis*** happen when tectonic plates shift. (Logic)
**27.** This little stream can become a ***deluge*** when it rains heavily. (Logic)
**28.** It is normal to feel a little ***apprehension*** before starting a new job. (Logic)
**29.** Many doctors develop an excellent ***rapport*** with their patients. (Logic)
**30.** It had been raining hard through the night so the ground was ***saturated***. (Logic)

## Answers:

1. ***Pedagogy***: *The art, science, or profession of teaching*
2. ***Divergent thinking***: *generating many different ideas in order to solve a problem*
3. ***Conservative behavior:*** *cautious or conventional actions*
4. ***Criterion***: *a standard or rule by which a judgment is formed*
5. ***Insolent***: *rude and not showing respect*
6. ***Kingfishers***: *small to medium-sized brightly colored birds*
7. ***Inconspicuous***: *not easily or quickly noticed or seen, or not attracting attention.*
8. ***Abhorrent***: *morally very bad*
9. ***Slovenly***: *untidy and dirty*
10. ***Litigation***: *the process of taking a case to a court of law so that a judgment can be made*
11. ***Compromise***: *an agreement or settlement of a dispute that is reached by each side making concessions.*
12. ***Acquiesce***: *to accept or agree to something, often unwilling*
13. ***Incubate***: *(of a bird) sit on (eggs) in order to keep them warm and bring them to hatching*
14. ***Parsimonious***: *not willing to spend money or give something*
15. ***Alabaster***: *a type of white stone that is often used to make statues and decorative objects*

16. ***CPA***: *Certified Public Accountant (a member of an officially approved professional organization of accountants )*
17. ***Antimacassars***: *a piece of cloth put over the back of a chair to protect it from grease and dirt or as an ornament*
18. ***Onerous***: *(of a task or responsibility) involving a great deal of effort, trouble, or difficulty*
19. ***Disobey***: *to refuse to do something that you are told to do*
20. ***Irreversible***: *that cannot be changed back to what it was before*
21. ***Potentates***: *a ruler who has a lot of power, especially when this is not restricted by a parliament, etc*
22. ***Primroses***: *a wild plant with pale yellow flowers*
23. ***Carnelian***: *a red, brown or white stone, used in jewellery*
24. ***Predators***: *an animal that hunts, kills, and eats other animals*
25. ***Manuscript***: *a book, document, or piece of music written by hand rather than typed or printed*
26. ***Tsunamis:*** *an extremely large wave in the sea caused, for example, by an earthquake*
27. ***Deluge***: *a severe flood*
28. ***Apprehension***: *anxiety or fear that something bad or unpleasant will happen.*
29. **Rapport**: *a friendly relationship in which people understand each other very well.*
30. ***Saturate:*** *holding as much water or moisture as can be absorbed; thoroughly soaked*

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## ▶ Reading Skills & Strategies 57: Make inferences

Writers don't always explain everything directly in a text. Instead, some texts are like a puzzle that readers have to put together for themselves. The writer expects the readers to pay attention to the details in the reading, and make reasonable conclusions based on that information. Those conclusions are called *inferences*. When you make an inference, you should be able to identify the information in the text that supports your inference.

*Watching the woman at the airport run toward the arriving flight area.*
[One could infer that she was excited for someone to arrive].

*Two cars are stopped at a traffic light. The person in the second is honking and waving.*
[You can infer that the person wants the other car to move].

*When the phone rang and Liz picked it up, she was all smiles.*
[It can be inferred that he was pleased to receive the phone call].

*Wilma took a day off from work and comes in the next day with sunburn.*
[One could infer that she went to the beach].

## ▶ Reading Skills & Strategies 58: Recognise rhetorical questions

Rhetorical questions are sometimes used in written texts in order to
- invite your audience to agree with you
- emphasise a point or argument
- engage the audience to think
- highlight convergent thoughts
- involve your audience more emotionally by hooking them with a rhetorical question.

They are called 'rhetorical' because they do not require an answer. The answers are usually 'Yes' or 'No'.

Like other speech techniques, rhetorical questions can be used in a variety of ways, depending on the needs of the speaker and the speech.

**Declarative sentence**: *They have never done anything to help us.*
**Rhetorical question**: *What have they ever done to help us?*

The latter version is stronger, because it triggers an emotional response by having the audience thinking 'Nothing! They've done nothing!'

Instead of delivering one-way emotional statements, the readers/audiences are involved an issue from different perspectives.

## ▶ Reading Skills & Strategies 59: Pay attention to punctuation

The purpose of punctuation is to help the reader understand the author and make the sentences clear. Reading punctuation improves reading fluency and thus comprehension, too.
Punctuation tells the reader where to pause and breathe.
Punctuation plays an important role in comprehension.
Punctuation saves lives!

✗ *Let's eat grandma!*
✓ *Let's eat, grandma*

| | |
|---|---|
| . | **Full stop:** At the end of a sentence that is not a question or an exclamation. |
| , | **Comma:** To separate words in a list. |
| : | **Colon:** To introduce a list of items. |
| ; | **Semicolon:** To separate parts of a sentence that already contain commas. |
| ? | **Question mark**: At the end of a direct question. |
| ! | **Exclamation mark**: At the end of a sentence expressing surprise, joy, or any strong emotion. |
| ' | **Apostrophe**: With *s* to indicate that a thing or person belongs to somebody. |
| - | **Hyphen**: To form a compound from two or more other words. |
| — | **Dash**: To indicate that what follows is a summary or conclusion of what has gone before. |
| / | **Slash**: To introduce alternative words or phrases. |
| ' ' | **Quotation mark**: To enclose words and punctuation in direct speech. |

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## ▶ Reading Skills & Strategies 60: Follow the content; no expert knowledge needed

If a reading text is very specific in topic .e.g.

**The development of the computer chip**

Don't think to yourself that you don't know anything about that topic and therefore can't answer the questions - the more specific the topic, the more factual and straightforward it will to allow everyone to have a chance at answering the questions.

The reading test is designed to be general and designed for people with a variety of educational backgrounds. This means you don't need any specialist knowledge to understand any of the texts. However, some readings may be more familiar than others.

Texts range from descriptive and factual to the discursive and analytical.

## ▶ Reading Skills & Strategies 61: Identify distractors

- Distractors are answers that seem obviously correct, but turn out to be incorrect. They often make use of the same word as the original text. To avoid distractors, make sure you read all of the possible answers before deciding which is correct.

**Main features of a distractor:**

gives completely opposite information

may be true but not stated in the passage

contains words found in the passage, but irrelevant

tends to intensify the information

## ▶ Reading Skills & Strategies 62: Narrow down your choices

When you deal with multiple choice questions, elimination is a good strategy. Cross out the wrong answers. Rule out any options in the questions that you think are 'definitely wrong'. Then choose the correct answer from the remaining choices.
A process of elimination involves reading each answer option carefully and eliminating options that are incorrect.

**As mentioned above:**

Typically, you can eliminate answer options that contain:

- information that contradicts the facts and details presented in the passage
- information that does not answer the question
- the exact wording from the passage. Remember, the correct answer typically paraphrases information from the passage, so an answer option that includes the same wording is probably incorrect.
  - For some tasks, you can immediately eliminate some of the choices because they are the wrong part of speech.
  - If two options mean the same thing, both answers can be quickly eliminated.

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▶ Read more:



*Have you ever been playing outside and noticed that colours seem to fade as the sun goes down? This is due to the cells in your eyes. Your eyes have two kinds of cells that can sense light -rods and cones. Rod cells detect shades of gray and let you see even when it's almost dark. Cone cells allow you to see colours and details. But cone cells don't work well in low light.*
*That's why it is hard to see colors as the sun goes down at night!*
*Which of these statements is true?*
***A*** *Rod cells allow you to see colors.*
***B*** *Cone cells detect shades of gray*
***C*** *Your eye has 100 rod and cone cells.*
***D*** *Rod and cone cells can sense light.*

☒ Eliminate answer A. According to the passage 'Cone cells allow you to see colours'

☒ Eliminate answer B. According to the passage ' Rod cells detect shades of gray'

☒ No information given

☑ …cells that can sense light -rods and cones.

▶ Read more:



*Laboratories experiments decades ago, now considered unethical and inhumane, kept baby monkeys from being touched by their mothers. It made no difference that the babies could see, hear and smell their mothers; without touching; the babies became apathetic, and fail to progress.*
*For humans, insufficient touching in early years can have lifelong results. 'In touching cultures, adult aggression is low, whereas in cultures where touch is limited, adult aggression is high', writes Tiffany Field, director of the Touch Research Institute at the University of Miami School of Medicine. Studies of a variety of cultures show a correspondence between high rates of physical affection in childhood and low rates of adult physical violence.*

*While the effects of touching are easy to understand, the mechanics of it are less so.*
…

▶ Read more:

How does a lack of affectionate touching affect children?
**A** It makes them apathetic
**B** They are more likely to become violent adults.
**C** They will be less aggressive when they grow up.
**D** We do not really know.

☒ **A** takes the word 'apathetic' from the text, but there it is used about monkeys.

☑ **B** There are two clues which confirm **B**: ' where touch is limited, adult aggression is high', and the correlation of ' high rates of physical affection in childhood and low rates of adult physical violence'.

☒ **C** contradicts the text, and also implies a change in behaviour as children become adults that is not stated in the text.

☒ **D** is contradicted by the first clause of the next paragraph;' the effects of touching are easy to understand'.

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## ▶ Reading Skills & Strategies 63: Evaluate answer choices

When you have two answer choices that are direct opposites, one of them is usually the correct answer.

**A** described the author's reasoning about the influence of his childhood on his adult life.
**B** described the author's reasoning about the influence of his parents on his adult life.

These two answer choices are very similar and fall into the same family of answer choices. A family of answer choices is when two or three answer choices are very similar. Often two will be opposites and one may show equality.

**A** Plan I or Plan II can be conducted at equal cost
**B** Plan I would be less expensive than Plan II
**C** Plan II would be less expensive than Plan I
**D** Neither Plan I nor Plan II would be effective

Note how the first three choices are all related. They all ask about a cost comparison. Beware of immediately recognising choices B and C as opposites and choosing one of those two. Choice A is in the same family of questions and should be considered as well. However, choice D is not in the same family of questions. It has nothing to do with cost and can be discounted in most cases.

## ▶ Reading Skills & Strategies 64: Choose scientific sounding answers

Scientific sounding answers are better than slangs.

In the answer choices below, choice B is much less scientific and is incorrect, while choice A is a scientific analytical choice and is correct.

Example:

**A)** To compare the outcomes of the two different kinds of treatment.

**B)** Because some subjects insisted on getting one or the other of the treatments.

Identifying the feeling of a word can help you eliminate some of the distracters.

## ▶ Reading Skills & Strategies 65: Avoid extreme statements (Exaggeration trap)

Avoid wild answers that throw out highly controversial ideas that are proclaimed as established fact. Question writers insert these hedge phrases to cover every possibility. Often an answer will be wrong simply because it leaves no room for exception. Avoid answer choices that have definitive words like *'exactly'*, and *'always'*.

**Question:** *Animals live longer in cold places than animals in warm places.*

This answer choice is wrong, because there are exceptions in which certain warm climate animals live longer. This answer choice leaves no possibility of exception. It states that every animal species in cold places live longer than animal species in warm places. Correct answer choices will typically have a key hedge word to leave room for exceptions.

**Question:** *In severe cold, a polar bear cub is likely to survive longer than an adult polar bear.*

This answer choice is correct, because not only does the passage imply that younger animals survive better in the cold, it also allows for exceptions to exist. The use of the word *'likely'* leaves room for cases in which a polar bear cub might not survive longer than the adult polar bear.

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▶ Read more:

**Question:**

**A** Bypass surgery should be discontinued completely.

**B** Medication should be used instead of surgery for patients who have not had a heart attack if they suffer from mild chest pain and mild coronary artery blockage.

Choice A is a radical idea and is incorrect.

Choice B is a calm rational statement. Notice that Choice B does not make a definitive, uncompromising stance, using a hedge word *'if'* to provide 'wiggle room'.

▶ Read more:

It is also very important to distinguish between absolute or universal claims (in which you are asserting that something is true always and everywhere) and more particular claims (in which you are asserting something but recognising that your claim has limits).

| ***ABSOLUTE*** words | more ***QUALIFIED*** alternatives |
|---|---|
| will | may, might, could |
| Forms of 'be' (am, is, are, was, were) | may be, might have been, may have been |
| all | many, most, some, a majority |
| every | many, most, some, a majority |
| always | often, frequently, usually, sometimes |
| none/no | few, not many, hardly any, a minority |
| never | rarely, infrequently, sporadically, seldom |
| certainly | probably, possibly |
| impossible | unlikely, improbable, doubtful |

## ▶ Reading Skills & Strategies 66: Look out for controlling words

It is important to pay particular attention to 'hedge' words.

A modifier is a sentence element — a word or a phrase — that provides details, and can change the meaning of a sentence.

**Types of modifiers:**

- Extent, Degree, Intensity, Emphasis: *Moderately, Rather, Extremely*
- Condition: *If, Even if, Unless*
- Alternative: *Alternatively, Either …or, Instead of*
- Contrast & Concession: *However, But, Although*
- Time & Frequency: *Lately, Immediately, Since*
- Certainty & Probability: *Certainly, Likely, Probably*
- Comment & Attitude & Manner & State: *Amazingly, Practically, Exceptionally*

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## ▶ Reading Skills & Strategies 67: Be familiar with modal verbs

The modal verbs are: *can, could, may, might, will, shall, would, should* and *must*.
Modal verbs combine with main verbs and modify their meanings.
A broad categorisation of the main types of modality would be:

***1.*** *Possibility, including ability and permission*
***2.*** *Necessity, including obligation*
***3.*** *Volition*
***4.*** *Prediction*

The semi-modal verbs (or marginal modals) are: *dare, need, used to* and *ought to*.
They behave similarly to modal verbs but also share some characteristics with main verbs:

Other modal expressions:
Besides modal verbs and semi-modal verbs, there are other expressions which can express modal meanings. Some of these are formed with be: *be able to, be allowed to, be about to, be bound to, be going to, be likely to, be obliged to, be supposed to etc.*

Other expressions that carry modal meanings are: *be to, had better, have (got) to, would rather.*

## ▶ Reading Skills & Strategies 68: Choose alternatives mentioned in the passage

Correct answers will usually contain the information listed in the paragraph and question.
Only very rarely will completely new information be inserted into a correct answer choice.

Occasionally the new information may be related in a manner that needs you to apply an interpretation.

**Example:**

On which of the following assumptions does the preceding argument depend?

A) Scientists have used Charles's Law to interpret the relationship.

If Charles's Law is not mentioned at all in the referenced paragraph and argument, then it is unlikely that this choice is correct.

All of the information needed to answer the question is provided for you, and so you should not have to make guesses that are unsupported or choose answer choices that have unknown information that cannot be reasoned.

## ▶ Reading Skills & Strategies 69: Be aware of 'Duplication trap'

Be aware of word-for-word duplication. Don't get trapped in choosing repeated words that you can find easily in the passage. Do not choose a section as your answer simply because it contains a word that also appears in the question. It is very unlikely that the correct answer will involve simply finding the same word in both the question and a certain section of the reading passage.

**Passage:** *Rapid mobility is one of the main characteristics of modern life.*

Do the following statements agree with the information given in the passage?

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**Question:** One of the main characteristics of modern life is rapid development of science.

[The underlined words have been repeated]

What you are normally looking for are either synonyms (words with a similar meaning) or paraphrases (short bits of text that say the same as the question)

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## ▶ Reading Skills & Strategies 70: Identify 'Fact traps'

Once you know which paragraph the answer will be in, focus on that paragraph. However, don't get distracted by a choice that is factually true about the paragraph. Always go back to the question and make sure you're choosing an answer that actually answers the question and is not just a true statement. The statement should be true '*according to the passage*'.
An answer choice can be factually true but wrong. The correct choice is the one that best answers the question, not any choice that makes a true statement.



*By the year 2050, nearly 80% of the Earth's population will live in urban centres. Applying the most conservative estimates to current demographic trends, the human population will increase by about three billion people by then. An estimated 109 hectares of new land (about 20% larger than Brazil) will be needed to grow enough food to feed them, if traditional farming methods continue as they are practised today.*

Do the following statements agree with the information given in the passage?
***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

Methods for predicting the Earth's population have recently changed.

[The statement is factually true but there is no such information in the passage]

## ▶ Reading Skills & Strategies 71: Distinguish between 'fact' and 'opinion' in written material

**Fact:**
A fact is a piece of information that is verifiable.
Facts are phenomena that can be observed, proven, measured, and/or quantified with numbers and statistics. Facts can be viewed the same way and agreed upon.

**Opinion:**
An opinion is an interpretation of facts; an expression of beliefs or feelings.
Opinions are related to people's feelings, values, thoughts, senses, aesthetics, and people view them differently. Opinions are sometimes expressed with words such as, *'I believe, I feel, I think,' 'In my opinion', 'In my viewpoint'* etc.

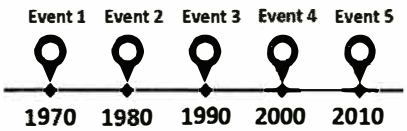
Once you have identified the line of development in a passage, you should be able to answer questions about particular arguments. Remember not to confuse an argument or point of view with a fact.

## ▶ Reading Skills & Strategies 72: Identify chronological signal words

- In chronological order or time order, items, events, or even ideas are arranged in the order in which they occur. Work out how events are related.

In the chronological structure, the author describes events according to a timeline, with the earliest event first and the others following after. History articles are almost always written this way. As you read a chronological essay, always pay attention to specific dates and times, and remember what year or time period you are reading about and note how one subject links to the next. Doing so helps you retain what you read.

*Example:*




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▶ Read more: Analyse the text below.



*Close-up study of the planet Mars began when rockets were developed that could send scientific instruments into space. In 1965, the first observations of Mars were done by the American spacecraft Mariner 4, which flew near the planet to collect data and take photographs. Four years later, more data and photographs were collected by Mariners 6 and 7 as they flew past the planet. Then, in 1971, Mariner 9 actually went into orbit around Mars, and during the following eleven months, sent back more than 7,000 images before contact with the spacecraft was lost. The next major step, in 1976, was the landing of two Viking crafts on two different areas of Mars' surface. These landers were able to send hack important data about the atmosphere of the planet.*

**Topic:** Close-up study of Mars
**Main idea:** Close-up study of Mars began when rockets were developed that could send probes into space
**Key word in the main idea:** began
**Supporting facts and ideas:**

| **Signal words/phrases** | **Details** |
|---|---|
| In 1965 | The first spacecraft flew near the planet |
| Four years later | More photographs were collected of the planet |
| Then, in 1971 | Mariner orbited Mars |
| During the following eleven months | It sent back more than 7000 images. |
| The next major step, in 1976 | The landing of two Viking crafts on Mars' surface |

## ▶ Reading Skills & Strategies 73: locate sequence transitions when reading the stages of a process

In the sequence pattern, the writer explains the main idea with a series of events or steps in a process that follows one after the other in time order.

- 'Process' is a common type of organisation. To understand a process, you need to understand the steps and the order of each step. Sometimes a writer does not list every step, so you have to imagine the missing step(s).
- One of the most important skills in understanding any text is to know what happened when. While texts describing processes often follow a logical chronological sequence of events, many others don't. One reason for this is that a writer may try to grab the reader's attention by starting an account with the most dramatic event, and that could well be something that actually happened towards the end of the story. Another reason is that writers and readers enjoy variety — any text that is wholly predictable would be boring to write and readers would probably not bother to finish it.




▶ Read more:

| **Words expressing sequence** | | | |
|---|---|---|---|
| First of all | First | What's more | Finally |
| At first | First and foremost | At this stage | Ultimately |
| Initially | Second | Meanwhile | Eventually |
| To start with | Secondly | Meantime | Afterwards |
| To begin with | After that | Most importantly | Later |
| In the first place | Next | Also | Lastly |




*The first stage before processing potato chips is washing, peeling the raw potatoes and then cutting them into slices. Next is the processing stage, it includes potato chips blanching, dewatering, frying and de-oiling. After these steps, the potato chips will be easier to store up and taste better. Flavouring and packaging is the last stage, you can season the potato chips with different flavours, and packaged them into bags automatically.*

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## ▶ Reading Skills & Strategies 74: Locate words expressing importance

- It is important to know that how points are organised in terms of importance.
- The author lists facts and details starting with the most important. Each following detail is less important the one before OR the author may do the opposite and begin with the least important and end with the most important.

| Words expressing importance | | | |
|---|---|---|---|
| Important | Eminent | Vital | Fundamental |
| Significant | Leading | Urgent | Imperative |
| Prominent | Major | Main | Central |
| Remarkable | Big | Principal | Noteworthy |
| Noticeable | Considerable | Chief | Outstanding |
| Prominent | Essential | Primary | Distinguished |
| Critical | Indispensible | Paramount | Crucial |
| **Words expressing unimportance** | | | |
| Insignificant | Minor/ Trivial | Inconsequential | Negligible |
| Prominent | Essential | Primary | Distinguished |

## ▶ Reading Skills & Strategies 75: Recognise the categories

In a reading passage you may be expected to see relationships between ideas and classify information according to different categories. The division-and-subdivision structure divides a topic into subtopics and further subtopics to make it easier to understand.

| Classification signal words: | | | | | | | |
|---|---|---|---|---|---|---|---|
| category | group | sort | kind | style | family | classification | categorisation |
| class | sub-class | characteristic | aspect | point | angle | species | set |

| Classification signal structures: | | | |
|---|---|---|---|
| ... can be divided | ... can be classified | ... can be categorised | ... can be grouped |
| the first type | the second kind | the second group | the last category |

This kind of piece can be the easiest or most difficult to read, depending on whether the author wrote descriptive headings and subheadings:

- If the author writes a good heading, you can pre-read the headings and subheadings to locate the information you need.
- If the headings are not descriptive, skim the essay to get a sense of how it is divided into topics and subtopics and try to locate the information that is meaningful to you.

▶ Read more:

**Examples:**

- *Spears, guns are knives are all types of weapons.*
- *Sportspeople can be divided into those who earn money (professionals) and those who don't (amateurs).*
- *Computers are categorised into three main categories from least to most powerful: microcomputers; minicomputers and mainframe computers.*
- *Small and medium cars are categorised into sedans, hatchbacks, coupes and convertibles.*
- *Science is knowledge arranged and classified according to truth, facts, and the general laws of nature.*
- *Elements are usually classified as metals or non-metals.*
- *Biology is divided into four main branches based on the nature of the organisms: botany, zoology, microbiology, anthropology.*

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▶ Read more:

The ability to see relationships is a crucial skill for comprehension.



*Shoppers can be classified according to their shopping techniques, as necessity shoppers, over-spenders, and impulsive shoppers. Necessity shoppers have an uncomplicated and normal shopping technique. They purchase only the items that are necessary, such as food and toiletries, and they only get these items when they need them. The over-spenders purchase too many items and they spend too much money on them. They buy unnecessary products, such as clothes and accessories. They can turn a simple trip to the store into a wallet draining extravaganza. Finally, there are impulsive shoppers. They are a combination between necessity shoppers and over spenders. They intend to be necessity shoppers by buying items that they need, but they turn into over spenders by buying unnecessary clothes and useless items. Even though there are millions of shoppers worldwide, they can easily be classified by their techniques as necessity shoppers, over spenders, or impulsive shoppers.*

## ▶ Reading Skills & Strategies 76: Identify examples

It is very important to be able to recognise the examples offered in a passage.

Examples are used to illustrate, clarify, support and persuade.

The specific information is found in the examples.

| Example signals | | |
|---|---|---|
| For example/instance | Particularly/ In particular | A classic example |
| A case in point | A prime example | A striking example |
| Such as | A perfect example | A good example |
| Including | A standard example | Take the case of |
| specifically | A clear example | ...is a clear indication |
| As a model | A typical example | To clarify this point |
| Let's say | To illustrate | Namely |
| Examples include | By way of illustration | This includes |

## ▶ Reading Skills & Strategies 77: Pay attention to how the descriptive words make you feel

Descriptive language— Language intended to create a mood, person, place, thing, event, emotion, or experience. Descriptive language uses images that appeal to the reader's senses, helping the reader to imagine how a subject looks, sounds, smells, tastes, or feels.

Good writers use words in the same way that artists use paint. That is, they use words to paint a picture for the reader. When describing a place, writers use words that help the reader 'feel' the atmosphere of the place.

For example, words such *light, bright*, and *sunny* can create a warm, cheerful atmosphere. Words such as *midnight, shadows*, and *moon* can create a romantic or scary atmosphere. When you read a description, pay attention to how the descriptive words make you feel.

**Example:**
*The sunset filled the entire sky with the deep color of rubies, setting the clouds ablaze.*

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## ▶ Reading Skills & Strategies 78: Learn to recognise transition words

Understanding a paragraph—or a longer passage—often involves more than just identifying the topic and main idea. It is also necessary to understand the way writers in English guide the reader through the logic of their ideas or show the connections between ideas.
Try to be aware of how the ideas are connected. Understanding textual linkers will help you recognise the organisation of a text and how information is sequenced. These categories help the reader to follow the logic of the writer's thinking.
Keeping an eye out for signal words can make you a more efficient reader because signal words help you decide whether to keep reading, skim, or skip ahead.

| Transition Functions | | | | |
|---|---|---|---|---|
| Comparison | contradiction | State | Sequence | Emphasis |
| Similarity | Limitation | Clarification | Degree | Referring |
| Contrast | Comment | Purpose | Chronology | Alternative |
| Concession | Attitude | Cause | Extent | Condition |
| opposition | Manner | Addition | Intensity | Certainty |
| Probability | Time | Frequency | Agreement | Summary |

## ▶ Reading Skills & Strategies 79: Identify 'switchback' words

Stay alert for 'switchbacks'. These are the words and phrases frequently used to alert you to shifts in thought. The most common switchback word is *'but'*.

Others include *although, however, nevertheless, on the other hand, even though, while, in spite of, despite, regardless of.*

**But:** Used to introduce a phrase or clause contrasting with what has already been mentioned
Used to indicate the impossibility of anything other than what is being stated
**Although:** In spite of the fact that; even though
**However:** Used to introduce a statement that contrasts with or seems to contradict something that has been said previously
**Nevertheless:** In spite of that; notwithstanding; all the same
**On the one (or the other) hand:** used to present factors which are opposed or which support opposing opinions.
**Even though:** Despite the fact that
**Meanwhile:** In the intervening period of time; on the other hand
**In spite of:** Without being affected by the particular factor mentioned
**Despite:** Without being affected by; in spite of
**Regardless of:** Without regard or consideration for.

## ▶ Reading Skills & Strategies 80: Find enumeration; listing signals

When a writer states the main idea in the form of generalisation and gives a list of details or examples to support that general statement, and uses some sort of ordering structure requirement on the index set.

The key words/phrases in the main idea are such as *many, several, a number of, a variety of, a few, kinds of* etc. The signals words/phrases are such as *first, second, another, also, besides, in addition, final, last, most important* etc.

| Enumerator | | | | |
|---|---|---|---|---|
| factors | classes | parts | aspects | rank |
| subdivisions | characteristics | families | subgroups | divisions |
| categorisation | categories | sorts | subclasses | grades |
| facts | examples | items | set | breed |

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▶ Read more:

Read the paragraph and the information below. Then underline the signal words in the paragraph.

> ***Theories about the origin of the moon**: There are several different theories about the origin of the Moon. One theory, called the fission's theory, states that early in the life of Earth, a piece broke off, and that piece became the Moon. A second, closely related theory is that the Moon is composed of several pieces of Earth that broke away from our planet. Yet another theory is that the Moon formed elsewhere in the solar system and was captured by Earth's gravity.' The final theory states that a huge piece of planetary rock struck Earth and broke up into pieces. One of the pieces became the Moon.*

Main idea: *There are several different theories about the origin of the moon.*
Key word in the main idea: *several*

Supporting facts and ideas:

| **Signal words and phrases** | **Details** |
|---|---|
| One theory | A piece of earth broke of (fission theory). |
| A second | Several pieces of Earth became the Moon |
| Yet another | The moon formed elsewhere in the solar system. |
| The final | A piece of a huge planetary rock struck earth and became the moon. |

## ▶ Reading Skills & Strategies 81: Recognise the words introducing new points & comments

These words are used to introduce a new angle.

| **New points & Comments** | |
|---|---|
| *The first point/angle/factor ...* | *The report underlines...* |
| *It should be emphasised that...* | *It is noteworthy that...* |
| *It should be noted that...* | *It is (clearly/particularly) evident that...* |
| *Another (significant) point/aspect/feature...* | *It is interesting to note...* |
| *Another parameter/element ...* | *Most notably/significantly/importantly...* |
| *Another key/noteworthy feature...* | *The most outstanding feature...* |
| *Another interesting point ...* | *Another distinguishing feature...* |
| *It is worth pointing out/bearing in mind that...* | *Another logical reason ...* |
| *Another criterion ...* | *As already mentioned...* |
| *It is helpful to consider...* | *The study underlines...* |
| *One explanation might be that...* | *This example clearly highlights...* |
| *It is important to note/remember/realise that...* | *The most striking feature...* |
| *Note that...* | *Another considerable feature...* |
| *One more point to remember is...* | *It implies/suggests...* |

## ▶ Reading Skills & Strategies 82: Recognise the words showing argument signals

Consider the passage layout.
Pay particular attention to the words that express advantages and disadvantages.
These words show that an issued is analysed and cue you that the author is about to give more reasons to support the argument.

| **Advantage** | | | | |
|---|---|---|---|---|
| advantage | privilege | asset | merit | positive aspect |
| benefit | virtue | edge | positive aspect | superiority |

| **Disadvantage** | | | | |
|---|---|---|---|---|
| minus side | weakness | drawback | negative point | worrying aspect |
| weak point | disadvantage | negative aspect | threat | barrier |
| obstacle | hindrance | danger | risk | challenge |
| pitfall | shortcoming | criticism | loophole | downside |
| difficulty | problem | complication | limitation | nuisance |
| weak point | stumbling block | obstacle | impediment | snag |

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## ▶ Reading Skills & Strategies 83: Recognise the relationships between ideas - cause and effect

Consider the passage layout.
Informational texts often describe implied cause-and-effect relationships.
Try to recognise these relationships in a passage.
In this pattern, the writer's main idea is that one event or action caused another event or action.

| Cause & effect signals | | | | |
|---|---|---|---|---|
| as | because | consequently | for this reason | owing to |
| since | therefore | thus | hence | because of |
| accordingly | for the sake of | in virtue of | on account of | in view of the fact |
| due to | so | as a result | therefore | for this reason |
| consequently | seeing that | in the view of | in light of | by virtue of |

| Cause & effect structures | | | | |
|---|---|---|---|---|
| ...cause(s)... | ...create(s)... | ...is/are due to... | is/are caused by... | ... bring(s) about... |
| is/are the result of... | ... lead(s) to... | ... make(s)... | ... come(s) from... | ... result(s) in... |
| ... provoke(s)... | ... result(s) from... | is/are the cause of... | ... produce(s)... | ...is/are produced by... |
| .. contribute(s) to.. | ... follow(s)... | .... is a consequence of... | If...., then.... | ... encourage(s)... |

▶ Read more:

Read the paragraph and the information below. Then underline the signal words in the paragraph.

***Close examination of Mars***

*In 2003, two robotic rovers landed on Mars and began sending back data about the possible existence of water on the red planet. This close examination of Mars was the result of new and improved technology. Because of advances in telecommunication systems, scientists on Earth can send commands faster and receive data in greater amounts. New software in the rovers led to their increased ability to make independent decisions and avoid dangers and hazards on their own. As a result of new technologies for severe environments, the rovers and their interior computers were able to survive the extreme cold and hot conditions in space and on Mars. And due to their new improved wheels the twin rovers could move around the rocky Martian landscape with ease.*

**Main idea:** This close examination of Mars is the result of new and improved technology.
**Cause:** New and improved technology
**Effect:** Close examination of Mars

## ▶ Reading Skills & Strategies 84: Recognise the relationships; problem & solution

Consider the passage layout.
In this pattern, the main idea names a problem and indicates one or more solutions.
The paragraph always consists of two parts:
1) a statement
2) a description and explanation of how it was solved.

- Key words/phrases in the main idea: *situation, trouble, crisis, dilemma* or *issue, etc.*
- In the body of the paragraph, key words include: *solve, solution, resolved, etc.*

| Words expressing a problem | | | | | |
|---|---|---|---|---|---|
| problem/trouble | difficulty | side effect | hurdle | dilemma | hiccup |
| negative effect | issue | setback | obstacle | drawback | complication |
| worry/ concern | imisfortune | consequences | snag | mess | result |

| Words expressing a solution | | | | | |
|---|---|---|---|---|---|
| measure | catalyst | course of action | alternative | policy | tool |
| method | approach | plan | weapon | initiative | prescription |
| panacea | cure | way | strategy | viewpoint | proposal |

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▶ Read more:



*Beginning in the 1600s, astronomers had realised that their telescopes had serious limits. They had managed to build stronger and better telescopes, but no matter how strong the new telescopes were, they were less than satisfactory. The astronomers were able to view objects only when the objects were in view of Earth. At the same time, however, Earth's light and atmosphere made it difficult to see many heavenly objects.*
*Thanks to the Hubble Telescope, this has been solved, because the Hubble is not just a telescope. It is a digital camera on a satellite that travels about 370 miles (600 km) above Earth, making a complete orbit every ninety-seven minutes. Since 1990, Hubble has been able to take digital pictures of planets, galaxies, comets, and more, and these are sent back to Hubble headquarters for scientists to study.*

**Topic:** *Telescopes*
**Main idea:** *Telescopes were limited,* but *the new Hubble telescope has solved the problem.*
**Key words in the main idea:** *problem, solved*
**Problem:** *Telescopes could view objects only when they were in view of Earth.*
**Solution:** *A new kind of telescope*

## ▶ Reading Skills & Strategies 85: Look out for comparison and contrast signals

Texts are often constructed around a series of oppositions and contrasts. Paying attention to such oppositions can help you predict what the text is going to say. In addition, they can help you guess the meaning of new words or expressions. Texts with oppositions or contrasts will often contain direct or indirect comparisons. These are frequently used in questions to check whether you have understood the meaning and construction of the reading passage.

When writers explain difficult or unusual ideas, they often choose an example that is already familiar to the reader and compare the new idea to the familiar one. This type of comparison is called an *analogy*.

For example, to explain how the heart works, a writer might compare the heart to a water pump. To help the reader understand the process of how the heart pumps blood through the body, the writer makes an analogy to a simpler process that most readers are likely to be familiar with-the process of pumping water.

▶ Read more:

| **Comparison signals** | | | |
|---|---|---|---|
| Just as | Similar to | Similar manner | (to) resemble |
| Similarly | like | (to) be alike | as (adj /adv) as |
| Almost the same as | Just like | In the same way | Correspondingly |
| As if | The same as | ... strong resemblance | ...striking resemblance |
| Identical(ly) | In relation to | ...strikingly similarity... | (to) mirror |
| Compared to... | Equal | ... close resemblance | Equivalent to |
| In comparison with... | By comparison | Likewise | (to) have in common |
| **Contrast & Concession signals** | | | |
| However/ But | Notwithstanding | Still | Although |
| (Even) though | Despite/ In spite of | Despite the fact that | Whereas |
| Having said that | Paradoxically | While | On the other hand |
| On the contrary | In (sharp) contrast | To compare to/ with | In comparison to |
| Conversely | Otherwise | Alternatively | Unlike |
| To differ from | Yet | Nonetheless/Nevertheless | After all |
| Apart from | On (the) one hand | In practice | In theory |

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▶ Read more:

Read the paragraph and the information below. Then underline the signal words in the paragraph.

*Astronomy and astrology are similar in some ways, but they differ in a very important way. In both fields, the experts study planetary motion and constellations (groups of stars), and they use telescopes, tables, and charts to do their work. However, astronomers study the heavenly bodies as a science, and over the years people have used astronomy to discover more about the universe. Astrologers, on the other hand, use their knowledge of the heavenly bodies to advise people about their life situations. This is not science, but a belief that what happens in our lives is affected by the positions of the moon, sun, and planets.*

*By comparison to the Greeks, the Romans were also excellent scientists, especially in the field of engineering.*

*Linux and Windows are both operating systems. Linux is an operating system based on UNIX that is available free in the basic version while Windows is proprietary and users are prohibited from altering the source code.*

## ▶ Reading Skills & Strategies 86: Identify words expressing similarity and difference

Recognising similarities and differences among ideas in a passage is an important reading skill.

| Similarity | | |
|---|---|---|
| **Verbs** | **Nouns** | **Adjectives** |
| (to) accord | counterpart | alike |
| (to) conform | equality | analogous |
| (to) correspond | parity | comparable |
| (to) echo | similarity | consistent (with) |
| (to) equate | resemblance | equivalent |
| (to) mirror | equivalence | identical |
| (to) parallel | parallel | homogenous |
| (to) resemble | likeness | corresponding |
| **Difference** | | |
| **Verbs** | **Nouns** | **Adjectives** |
| (to) contradict | discrepancy | discrete |
| (to) contrast | disparity | disparate |
| (to) deviate | diversity | diverse |
| (to) differ | dissimilarity | dissimilar |
| (to) differentiate | contrast | unlike |
| (to) diverge | distinction | hetrogeous |
| (to) vary | variation | |
| | deviation | |

## ▶ Reading Skills & Strategies 87: Build your bank of words and phrases

One very important focus is on developing your awareness of paraphrase-different ways of saying the same thing. This is because in the test, the questions will rarely use the same grammar and keywords as occur in the text.

- **Expand your vocabulary:**

Your strategy may be ***direct or indirect.*** The choice depends on your current vocabulary level. If you need major improvement, you should set up a study schedule which includes a specific time in which you work on learning new words and expressions. You could select one of the many excellent vocabulary enrichment books available today, or one specifically designed for the IELTS, which covers a number of different subject areas. You could work for as little as 10 minutes a day to as much as one hour a day. No matter how much you do, working steadily and daily will produce impressive results.

The second way is to adopt indirect strategies to enrich your vocabulary. This includes reading newspapers, magazines, textbooks, brochures, and fiction or non-fiction books. It includes watching and listening to news broadcasts, interviews, songs, documentaries, movies, audio books, and discussions. Not only should you write down the new words and their meanings, but also use the new words in your own written or oral sentences.

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## ▶ Reading Skills & Strategies 88: Identify word families (Prefixes, Roots and Suffixes)

One way to get a head start on expanding your vocabulary is to be able to recognise and interpret prefixes, roots, and suffixes in words. Many English words are constructed from the same prefixes, roots, and suffixes. Master these affixes (as linguists call them) and you can interpret many words you don't understand without having to resort to a dictionary.
For example, consider the word *neologism*. If you know this word's prefix, root, and suffix, you can understand its meaning without a dictionary:

***neo*:** This prefix means 'new', e.g. *Neolithic*
***log*:** This root means 'word', e.g. *dialogue*
***ism*:** This suffix indicates a 'condition or manner', e.g. *criticism.*

You can tell from decoding this word's prefix, root, and suffix that a neologism is a new word or phrase.

The following sections look at common prefixes, roots, and suffixes with the aim of helping you decode words as you read them and add words to your vocabulary.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| ▶ ***Noun suffixes*** | | | | | | | | | |
| ***-age*** | baggage | ***-al*** | arrival | ***-ance*** | reliance | ***-ence*** | defence | ***-dom*** | kingdom |
| ***-ee*** | trainee | ***-er*** | teacher | ***-or*** | director | ***-hood*** | childhood | ***-ism*** | socialism |
| ***-ist*** | socialist | ***-ity*** | equality | ***-ty*** | cruelty | ***-ment*** | amazement, | ***-ness*** | kindness |
| ***-ry*** | robbery | ***-ship*** | friendship | ***-tion*** | population | ***-sion*** | inversion | ***-xion*** | complexion |
| ▶ ***Verb suffixes*** | | | | | | | | | |
| ***-ate*** | irritate | ***-en*** | harden | ***-ify*** | identify | ***-ise*** | visualise | ***-ize*** | realize |
| ▶ ***Adjective suffixes*** | | | | | | | | | |
| ***-able*** | washable | ***-ous*** | famous | ***-al*** | approval | ***-en*** | wooden | ***-ing*** | exciting |
| ***ed*** | bored | ***-ful*** | forgetful | ***-less*** | hopeless | ***-y*** | cloudy | ***-ent*** | efficient |
| ***-ic*** | classic | ***-ical*** | chemical | ***-istic*** | realistic | ***-ish*** | childish | ***-ive*** | active |
| ***-ian*** | Canadian | ***-i*** | Bangladeshi | ***-ese*** | Japanese | ***-some*** | tiresome | ***-ly*** | monthly |
| ▶ ***Common prefixes*** | | | | | | | | | |
| ***anti-*** | anti-war | ***auto-*** | automobile | ***co-*** | co-worker | ***counter-*** | counterpoint | ***de-*** | devalue |
| ***dis-*** | disagree | ***down-*** | downgrade | ***ex-*** | ex-member | ***extra-*** | extraordinary | ***hyper-*** | hyperactive |
| ***il-*** | illegal | ***im-*** | impossible | ***in-*** | inactive | ***inter-*** | interchange | ***ir-*** | irrational |
| ***mal-*** | mal-function | ***mega-*** | megadeal | ***mid-*** | midday | ***mini-*** | min-library | ***mis-*** | mislead |
| ***non-*** | non-stop | ***over-*** | oversleep | ***out-*** | outrun | ***post-*** | postgraduate | ***pre-*** | prejudge |
| ***pro-*** | proactive | ***re-*** | rebuild | ***semi-*** | semi-final | ***sub-*** | subdivide | ***super-*** | supermodel |
| ***tele-*** | telephone | ***trans-*** | transplant | ***ultra-*** | ultrasound | ***un-*** | undo | ***up-*** | upgrade |

## ▶ Reading Skills & Strategies 89: Identify how words relate to each other

Understanding how words relate to each other, within the structure of a text, will help you identify meaning and decide which words are important. You may understand the overall meaning of a sentence or text, but not specific words or examples of what is being discussed- or vice versa.

Words can be divided into the following categories: content words and grammar words.

**Content words** are words that give information. They may be nouns (for example, *dog, concept*), verbs (*to act, to go*), adjectives (*awake, considerable*) or adverbs (*very, unusually*). Content words may form a group of words.

**Grammar words** are words that show grammatical structure and indicate how other words in a sentence relate to one other. They can be helpful for understanding meaning, but they do not directly give information themselves. They may include prepositions (for example, *up, under*), pronouns (*he, her*) determiners and articles (*some, many, few, the, a, an*) or auxiliary verbs (*is/are, have*).

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## ▶ Reading Skills & Strategies 90: Identify adjectives & adverbs where necessary

**Adjectives:**

Descriptive adjectives are the most numerous of the different types of adjectives.
These adjectives describe nouns that refer to action, state, or quality. They give an idea about the characteristics of the noun by answering the question 'what kind'.

*New Delhi is a large city with many historical monuments.*

**Adverbs:**

A word that describes or gives more information about a verb, adjective, adverb or phrase.

*Bangkok is a city where commerce and pleasure happily share the same parts of town.*

## ▶ Reading Skills & Strategies 91: Pay particular attention to collocations

Collocation is the relationship between two words or groups of words that often go together and form a common expression.

**Types of Collocation**

There are several different types of collocation made from combinations of verb, noun, adjective etc. Some of the most common types are:

| | |
|---|---|
| **Adverb + Adjective** | completely satisfied (NOT ~~downright~~ satisfied) |
| **Adjective + Noun** | excruciating pain (NOT excruciating ~~joy~~) |
| **Noun + Noun** | a surge of anger (NOT a ~~rush~~ of anger) |
| **Noun + Verb** | lions roar (NOT lions ~~shout~~) |
| **Verb + Noun** | commit suicide (NOT ~~undertake~~ suicide) |
| **Verb + Expression with Preposition** | burst into tears (NOT ~~blow up in~~ tears) |
| **Verb + Adverb** | wave frantically (NOT wave ~~feverishly~~) |

Familiarity with collocations will allow you to predict some of the answers.

## ▶ Reading Skills & Strategies 92: Be familiar with types of clauses

An **independent clause** is a clause that can stand alone. You can think of this as a simple sentence. There is a subject, verb, and complete thought.

A **dependent clause** is a clause that cannot stand alone; it depends on another clause to make it a complete sentence. You can recognise a dependent clause because it starts with a subordinate conjunction. A subordinate conjunction is a word that joins ideas together and shows the relationship between ideas. Some of the subordinate conjunctions that you may already know are *'because,' 'although,' 'where,'* and *'after.'* Subordinate conjunctions may represent time, cause and effect, and contrast.
It is important to remember that a dependent clause is not a complete thought. For example, *'Because it was not his turn,'* this would not be a complete thought. Your audience does not know what happened because it was not his turn. To make a dependent clause a complete thought, you should combine it with an independent one: *'Because it was not his turn, John passed the ball.'*

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## ▶ Reading Skills & Strategies 93: Check if there is a definition

Non-defining relative clauses provide additional information which is not essential to understanding the meaning of the sentence.

Non-defining relative clauses are composed of a relative pronoun, a verb, and optional other elements. Commas or parentheses are always used to separate non-defining relative clauses from the rest of the sentence.

*The car, which can reach speeds of over 300km/h, costs over $500,000.*

*Alice, who has worked in Brussels and London ever since leaving Edinburgh, will be starting a teaching course in the autumn.*

Non-defining relative clauses are more often used in written English than in spoken English.

Sometimes there will be a definition, explanation or example of an unknown word. These can be introduced by a variety of words- *is, means, refers to, in other words, and i.e...*

## ▶ Reading Skills & Strategies 94: Look out for grammar words

Although key words are very important, if you only notice key words you will miss important information. This is because important information is also carried in grammar words. They help you gain a clearer and more accurate understanding of a reading text.
Important grammar words can occur either before or after the key words, qualifying them.

Grammar words include:
- determiners such as *all* and *most*
- prepositional phrases beginning with a preposition such as *of* or in
- negation words such as *not* and *never*
- conjunctions and linking words such as *however* and *such as*

*All people need to consume liquids in order to survive. However, the beverage of choice varies in different countries according to cultural preferences. For example, it is often thought that all British citizens, and likewise all Japanese citizens, drink tea, either black or green respectively. However, in recent times in both countries, more people, especially young people, are also drinking coffee, colas and sports drinks. Even so, most individuals in these countries still tend to drink the national favourite beverage some of the time.*

## ▶ Reading Skills & Strategies 95: Pay particular attention to negative signs

In the reading passages, the answer may be the opposite or negative to words in the question. Recognising negative prefixes and suffixes will help you answer these questions.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| ***mis-*** | *misinform* | ***non-*** | *nonexistence* | ***in-*** | *insecure* | ***il-*** | *illegible* | ***dis-*** | *disloyal* |
| ***de-*** | *deform* | ***un-*** | *unsuccessful* | ***im-*** | *immature* | ***ir-*** | *irrelevance* | ***-less*** | *useless* |

The following are common negative words used to illustrate a negative idea.

*no, any, not ,none, no one, nobody, nothing, neither, nowhere, never, hardly, scarcely, barely*

**Pay attention to 'double negatives'.**

Using two negatives turns the sentence into a positive one.

*This gem is not uncommon.*

*The evidence is certainly not irrefutable.*

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## ▶ Reading Skills & Strategies 96: Identify pronoun references

Pronouns are used to refer to a noun or noun phrase that has already been mentioned. Pronouns often function as connecting words within a sentence or among different sentences. Some of the pronouns that can be used this way are:

- Personal pronouns—he, *it, they, him, us,* etc.
- Possessive pronouns—his, *her, our, their,* etc.
- Demonstrative pronouns—this, *that, these, those*
- Relative pronouns—which, *who, where, whose,* etc.

▶ Read more:

Writers often refer to an idea from a previous sentence or paragraph in a reading. It is important to understand which idea the writer is referring to. Sometimes you will be able to find the exact reference in another sentence or paragraph. Sometimes you will need to infer the exact reference.

*Over 100,000 international students attend graduate school. Most of them are studying business and management.*

What does *them* refer to? → International students

*3M was not the only multinational corporation to enter the Russian market at that time. Others had tried and failed.*

What does *others* refer to? → Multinational corporations other than 3M

## ▶ Reading Skills & Strategies 97: Identify noun phrases

(A noun phrase is a group of words that functions as a noun in the sentence.)

This noun or noun phrase is called the *referent.*

In order to understand what you read, you need to be able to identify the referent for each pronoun. A good reader does this automatically.

Some examples of noun phrases are underlined in the sentences below.

*Almost every **sentence** contains at least one noun **phrase**.*

*Current economic **weakness** may be a **result** of high energy prices.*

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## ▶ Reading Skills & Strategies 98: Pay particular attention to the words expressing attitude

Here is a list of possible 'Reporting Verbs' which are used to indicate a viewpoint:

**Reported speech**

*accept, acknowledge, add, admit, advise, advocate, agree, alert, allege, announce, argue, articulate, assert, assure, believe, boast, claim, clarify, comment, complain, concede, conclude, confirm, feel, find, forget, guarantee, guess , hope, imagine, imply, indicate, infer inform, insist, maintain, note, observe, persuade, point out, posit, postulate, promise, propose, prove, questions, realise, reason, reason, recognise, recommend, remark, remind, report, reveal, show, speculate, state, stress , suggest, suspect, tell, think, understand, urge, warn, analyse, applaud, appraise, assesse, attack, consider, contradict, critique, debate, describe, discard, disclaim, discount, discuss, disregard, evaluate, examine, explore, express , extol, forbid, highlight, identify , ignore, illustrate, investigate, justify, list, oppose, outline, praise, present, question, refute, reject, restate, scrutinise, study, support, underscore, use, validate, hold, declare ,point out, imply, dispute, deny, contend, endorse, remark, emphasise, compare, respond, plan, establish, elaborate, object*

We often use a passive to report what people say, think, etc, particularly if we want to avoid mentioning who said or thought what we are reporting.

## ▶ Reading Skills & Strategies 99: Identify versatile and specific words

Versatile words are words that can be used in many different contexts. Compared with versatile words, specific (or technical) words have very limited use, as they are usually used in one field or context only.

Look at the following example taken from a newspaper article. Versatile words (which you might find useful to learn) have been underlined. Specific words are in italics.



Australia were now reeling at 8-137 at *stumps* but believe they will be able to defend their eventual lead, which presently stands at 345 runs. A spellbinding *bowling* display by the Windies invoked memories of last year's loss to South Africa at the same *ground* when a *second-innings* lead of 410 was not enough.

The underlined versatile words can be used when talking about other topics, not just cricket, but the words in italics are specific to cricket and so are less useful to you.

## ▶ Reading Skills & Strategies 100: Increase your reading speed.

These bad habits have the greatest impact on decreasing reading speed.

| The slow reader | The efficient reader |
|---|---|
| ☒ Reads words. | ☑ Reads ideas. |
| ☒ Reads one word at a time | ☑ Reads multi-word phrases. |
| ☒ Vocalises words | ☑ Visualises ideas |
| ☒ Reads with no purpose | ☑ Sets a purpose |

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▶ Read more:

| The slow reader | The efficient reader |
|---|---|
| ☒ Reads everything slowly and deliberately | ☑ Adjusts reading speed to need |
| ☒ Re-reads sentences to be sure of understanding | ☑ Keeps reading |
| ☒ Has a limited vocabulary in that area | ☑ Has a large vocabulary in that subject area |
| ☒ Lets eyes wander | ☑ Uses a pacer |

▶ Read more:

| The slow reader | The efficient reader |
|---|---|
| ☒ Rarely attempts speeded reading | ☑ Practices speeded reading daily |
| ☒ Leaves pages clean | ☑ Marks text for memory |
| ☒ pays the same amount of attention to all parts of the text | ☑ concentrates on the significant bits, and skims the rest; may even skip some parts |
| ☒ does not think ahead, deals with the text as it comes | ☑ thinks ahead, hypothesizes, predicts |

▶ Read more:

| The slow reader | The efficient reader |
|---|---|
| ☒ does not have or use background information | ☑ has and uses background information to help understand the text |
| ☒ has no particular interest in reading | ☑ is motivated to read; by a challenging task |
| ☒ has no clear purpose | ☑ is aware of a clear purpose in reading |
| ☒ uses the same strategy for all texts and tasks | ☑ uses different strategies for different kinds of reading and tasks |

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# IELTS

# Reading Tasks

- Academic (AC)
- General Training (GT)

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## IELTS Reading Tasks

Short answer questions

Labelling a diagram

Flow chart completion

Table completion

Note-taking

Summary (Sentence) completion (with choices

Sentence endings

Paragraph (Matching) headings

Paragraph matching

Classification

Matching features

Multiple Choice Questions (MCQs)

TRUE, FALSE, NOT GIVEN

YES, NO, NOT GIVEN

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## Tips & Techniques — Short answer questions

**Sample Task:**

***Questions 18-21***

*Answer the questions below using **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.*

*Write your answers in boxes 18-21 on your answer sheet.*

**18** What are the sections of the earth's crust, often associated with volcanic activity, called?
**19** What is the name given to molten rock from the mantle?
**20** What is the earthquake zone on the Pacific Ocean called?
**21** For how many years did Mount Pinatubo remain inactive?

▶ **Tip 1:** You should use the exact words that are in the text. Do not change the form of any words that you use in an answer.

▶ **Tip 2:** The answers should be written exactly as they are in the passage. Do not include unnecessary words.

▶ **Tip 3:** Language used in the questions will paraphrase language used in the text.

▶ **Tip 4:** This type of question tests your ability to find specific information in the text.

▶ **Tip 5:** For this task, you have to write answers to separate 'who, what, where, when and how' type questions, using information that is provided in the passage.

▶ **Tip 6:** The questions normally follow the order of information in the passage.

▶ **Tip 7:** Logically, most answers will be nouns, but other parts of speech are possible.

▶ **Tip 8:** Answer the questions using up to three words and/or a number from the passage. If it says ***NO MORE THAN THREE WORDS***, then your answer should not contain more.

### ▶▶ Task approach:

- Read the instructions carefully, as they will tell you how many words you can use for each answer.
- The questions focus on particular points. Underline the key words in each question and decide what kind of information you should look for. Predict the answers.
- Skim and scan the text, focusing on relevant information. Use the key words in the questions to locate the answers in the passage. Look out for synonyms and parallel expressions. Read carefully once you find the search areas.
- Make sure you use the exact words that are in the passage and that you spell them correctly.

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**IELTS Reading Tasks (Example 1)** **Short-answer questions**

▶ **The Andes Mountains**

Although the Andes create extreme weather conditions and make transport difficult, they have hidden advantages that Andean people have learned to use. The difference in altitude between the mountain tops and valley bottoms can be thousands of feet, creating wide differences in temperature and rainfall at different altitudes. This creates a variety of ecological zones which are situated one on top of the other where different types of animals and plants can survive. So, instead of having to travel hundreds of miles to arrive in a different climate, Andean people can walk as little as 60 miles to go from a tropical forest in the lowlands to the frozen highlands. An Andean family group might make its base in the temperate zone located in the highlands, where family members would grow maize beans and garden vegetables.

*Write **NO MORE THAN THREE WORDS** from the passage for each answer.*

**1** What does the extreme weather conditions in the Andes make difficult?
**2** In which area high in the Andes might a family live'?

**IELTS Reading Tasks (Example 2)** **Short-answer questions**

▶ **GM Food:** *A lot of people think we could be headed for trouble by tampering with Mother Nature and producing genetically altered food.* But those who promote genetically modified foods say it's no more unnatural than traditional selective breeding, to say nothing about synthetic fertilizers and chemical pesticides.

Most Canadians regularly eat bio- engineered food. Anyone who consumes cheese, potatoes, tomatoes, soybeans, corn, wheat, and salmon is taking in genetically modified (GM) food. In addition, 75% of processed foods contain GM ingredients. In fact, around 65% of the food we get from the shops has some genetically modified component. GM food does not have to be labelled as such in Canada, so most of us don't know we're eating it. Some of the items that have a high likelihood of containing GM material might surprise you. They include chocolate bars, baby food, margarine, canned soup, ice cream, salad dressing, yoghurt, cereals, cookies, and frozen French fries. And, there's nothing new about this.

Farmers and plant breeders have used genetically modified foods for centuries; if they 25 hadn't, we'd probably still be eating grass instead of wheat. They've refined the foods we eat through selective crossbreeding, combining different types of wheat, for example, and eliminating weaker varieties. Today, however, genetic engineering is changing the nature of plant breeding even more: it's no longer just a case of mixing different varieties of the same species. Now, genes from completely different life forms are being combined -— fish genes into tomatoes to make the latter more frost resistant, for example.

*Use **NO MORE THAN THREE WORDS OR A NUMBER** from the passage, answer the following questions.*

**1** How much of the food Canadians buy contains GM ingredients?
**2** What method did farmers use to improve the quality of crops before genetic modification became possible?

**IELTS Reading Tasks (Example 3)** **Short-answer questions**

▶ **The pursuit of happiness**

How are we supposed to find happiness? Through good works and helping people? By finding religion or discovering the joys of downshifting? Whatever strategy you choose, where you live might make a difference. The latest global analysis of happiness and satisfaction levels shows that the most 'satisfied' people tend to live in Latin America, Western Europe and North America, whereas Eastern Europeans are the least satisfied.

It is not the first time such international league tables have been drawn up. What is new is how experts and politicians are taking such data increasingly seriously. Over the past decade, the study of happiness, formerly the preserve of philosophers, therapists and gurus, has become a bona fide discipline. It even has its own journal, the *Journal of Happiness Studies.* As a result, government policy advisers are getting interested, and politicians are using the research as the basis for new strategies.

What above all else has made systematic study possible is data gathered from hundreds of surveys measuring happiness across different cultures, professions, religions, and socio-economic groups. Researchers can investigate the impact of money and inequality; they could explore, for example, how much difference money makes to a person's happiness after their basic material needs have been met, and whether inequality in wealth and status is as important a source of dissatisfaction as We might think. 'It is an exciting area,' says Ruut Veenhoven, editor-in-chief of the Journal of Happiness Studies. 'We can now show which behaviours are risky as far as happiness goes, in the same way medical research shows what is bad for our health. We should eventually be able to show what kind of lifestyle suits what kind of person'.

*Answer these questions with words from the text, **using no more than THREE** words for each answer.*

**1** According to the text, what could influence your level of contentment?
**2** Which group of people is interested in the practical implications of the research into happiness?
**3** Which two factors are researchers able to study in their attempt to find reasons why some people are dissatisfied?

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**IELTS Reading Tasks (Example 4)** **Short-answer questions**

**▶ Sifting through the Sands of Time**

*When you're on the beach, you're stepping on ancient mountains, skeletons of marine animals, even tiny diamonds. Sand provides a mineral treasure-trove, a record of geology's earth-changing processes.*

Sand: as children we play on it and as adults we relax on it. It is something we complain about when it gets in our food, and praise when it's moulded into castles. But we don't often look at it. If we did, we would discover an account of a geological past and a history of marine life that goes back thousands and in some cases millions of years.

Sand covers not just sea—shores, but also ocean beds, deserts and mountains. It is one of the most common substances on earth. And it is a major element in man-made items too — concrete is largely sand, while glass is made of little else.

What exactly is sand? Well, it is larger than fine dust and smaller than shingle. In fact, according to the most generally accepted scheme of measurement, devised by the Massachusetts Institute of Technology, grains qualify if their diameter is greater than 0.06 of a millimetre and less than 0.6 of a millimetre. Depending on its age and origin, a particular sand can consist of tiny pebbles or porous granules. Its grain may have the shape of stars or spirals, their edges jagged or smooth. They have come from the erosion of rocks, or from the skeletons of marine organisms which accumulate on the bottom of the oceans, or even from volcanic eruptions.

Colour is another clue to sand's origins. If it is a dazzling white, its grains may be derived from nearby coral outcrops, from crystalline quartz rocks or from gypsum, like the white sands of New Mexico. On Pacific islands jet black sands form from volcanic minerals. Other black beaches are magnetic. Some sand is very recent indeed, as is the case on the island of Kamoama in Hawaii, where a beach was created after a volcanic eruption in 1990. Molten lava spilled into the sea and exploded in glassy droplets. Usually, the older the granules, the finer they are and the smoother the edges. The fine, white beaches of northern Scotland, for instance, are recycled from sandstone several hundred million years old. Perhaps they will be stone once more, in another few hundred million.

Sand is an irreplaceable industrial ingredient whose uses are legion: but it has one vital function you might never even notice. Sand cushions our land from the sea's impact, and geologists say it often does a better job of protecting our shores than the most advanced coastal technology.

*Answer the questions below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

**1** What TWO materials made by humans are mentioned in the passage?
**2** Which part of a grain of sand have scientists measured?
**3** What TWO factors determine the size and shape of a piece of sand?
**4** Which event produced the beach on Kamoama Island?
**5** Where, according to the passage, can beaches made of very ancient sand be found?
**6** Who claims that sand can have a more efficient function than coastal technology?

**IELTS Reading Tasks (Example 5)** **Short-answer questions**

**▶ Do animals think?**

*When an animal knows it is being chased and starts to run, is it obeying some ancient instinct, or does it 'know' to be afraid?*

Mammals have brains so they can feel pain and fear and can react in disgust. If a wildebeest did not feel pain, it would continue grazing as lions slowly devoured it. If an antelope did not sense fear, it would not break into a sprint at the first hint of cheetah. If a canine were not disgusted, it would not vomit; it would not be, as the saying goes, sick as a dog.

Pain, fear and disgust are part of a mammal's survival machinery developed over tens of millions of years of evolution. Homo sapiens have, however, only been around for about 200,000 years so all three emotional states owe something to mammal origins. If football hooligans can feel those emotions, then so too do deer, foxes and dogs. The argument is about how 'aware' or 'conscious' non-human mammals might be during these emotional events. When an animal knows it is being chased and starts to run, is it obeying some instinct inherited from ancestors that knew when to flee a danger zone or does it actually 'know' to be afraid?

That might be the wrong question. A human startled by a strange shape in a darkened corridor experiences a pounding heart, lungs gasping for air and a body in recoil. This is the well-known flight or fight reaction. A human appreciates the full force of fear and has already started to counter the danger a fraction of a second before the brain has time to absorb and order the information presented by the menacing figure. This is because mental calculations are too slow to cope with surprise attack. Pain precedes logic. Touch something hot and you withdraw your hand even before you have time to think about doing so. Once again, the wisdom is after the event.

*Answer the questions below. Write **NO MORE THAN THREE WORDS ONLY** from the text for each answer.*

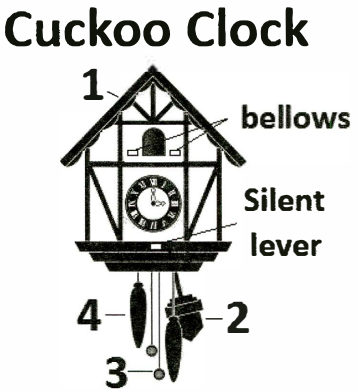
**1** According to the text, which animal is hunted and eaten by lions?
**2** What sort of people are given as an example of low intelligence humans?
**3** Which phrase in means *run* away or stay and confront the danger?

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## Tips & Techniques — Labelling a diagram

***Question 1- 3:*** Label the diagram below. Choose ***NO MORE THAN THREE WORDS*** from the passage for each answer. Write your answers next to questions 1-3

**Sample Task:**




▶ **Tip 1:** This task requires you to complete descriptions of a diagram using words that appear in the text. Remember to use words and phrases that actually appear in the text. Do not try to think of different words or phrases with the same meaning.

▶ **Tip 2:** This task tests your understanding of the specific information.

▶ **Tip 3:** The aim is to check that you can understand a description of a process (mechanical or biological, for example) or how something works, not to test whether you already know specialised vocabulary.

▶ **Tip 4:** Questions do not necessarily follow the order in which information is given in the passage as they do in most other task types.

▶ **Tip 5:** Where you have to write words, check spelling carefully (the word(s) will always be in the text) and make sure you do not write more than the maximum word limit for that question type. Do not include unnecessary words.

▶ **Tip 6:** The answers are usually grouped together in one specific part of the text, where the diagram is described; usually in supporting ideas of the paragraphs.

▶ **Tip 7:** The answers are usually in one or two (body) paragraph(s).

▶ **Tip 8:** The questions usually begin at the top left of the diagram and go round in a clockwise direction. It is therefore essential to keep looking carefully at the diagram and the parts that you need to label so that you do not get confused about the order.

### ▶▶ Task approach:

- Read the instructions carefully to see how many words you can write
- Look at the parts of the diagram to be labelled and identify the type of word for each gap. Decide whether the missing information is a word or a number. Predict the answers.
- Skim and scan the text, focusing on relevant information. Use the key words in the questions to locate the answers in the passage. Look out for synonyms and parallel expressions. Read carefully once you find the search areas.
- Copy the words exactly as they appear in the text.
- After you fill in all the answers on a diagram, check that it makes sense overall.

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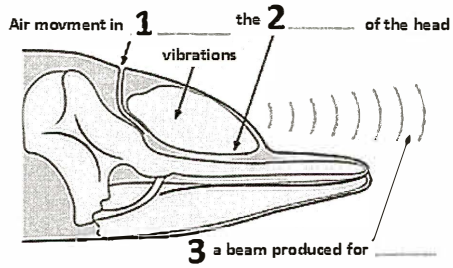
## IELTS Reading Tasks (Example 1) — Labelling a diagram

▶ **Whale SONG**

The mechanisms used by whales to produce sound vary from one species to another. Most whales produce whale sounds by passing air through a structure in the head called the phonic lips. The lips vibrate as the air passes through them and these vibrations can be consciously controlled with great sensitivity. They pass through to the melon of the head, which shapes and directs the sound into a beam for echolocation. The air may be recycled back to be used for sound creation yet again, or passed out through the blowhole. All toothed whales, except for the Sperm Whale, have two sets of phonic lips; therefore they are capable of making two sounds independently. Baleen Whales do not have phonic lip structures, only a larynx that appears to play a role in producing whale sound.

*Label the diagram below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

**Sound production in whales**

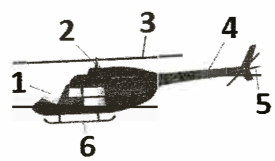



## IELTS Reading Tasks (Example 2) — Labelling a diagram

▶ **How helicopters work**

The helicopter is controlled from the cockpit, the small area at the front where the pilot sits and looks out. The controls need to be within reach of the pilot's hands—and feet, as they include pedals.
In order to spin the shaft with enough force to lift a human being and the helicopter, you need an engine. The engine's drive shaft is connected to the main rotor shaft. This arrangement works really well until the vehicle leaves the ground. At that moment, there is nothing to keep the engine [and therefore the body of the vehicle] from spinning in the opposite direction to the main rotor.
To keep the body from spinning, you need to apply a force to it. This is usually done by attaching another set of rotating wings to the tail boom, which is the section at the back of the helicopter, projecting from the main body. These wings are known as the tail rotor. The tail rotor pushes the air in a sideways direction, counteracting the engine's desire to spin the body, SD this keeps the body of the helicopter from spinning.
The proper technique to land a helicopter is to touch down evenly with both landing skids touching the ground at all points at the same time. Otherwise there is a risk of severe vibration that can cause serious damage and possibly destroy the helicopter.

*Label the diagram below. Choose **NO MORE THAN TWO WORDS** from the passage.*

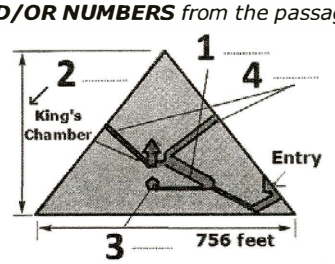



## IELTS Reading Tasks (Example 3) — Labelling a diagram

▶ **Early Egyptian society**

There are about 80 ancient pyramids in Egypt. The Great Pyramid at Gizeh, which King Cheops built as his tomb 5000 years ago, holds most interest. It stands with two other pyramids on a slight rise overlooking the River Nile. At the centre of the pyramid is the King's Chamber and leading down from there is a long narrow area known as the Grand Gallery The pyramid covers 13 acres and contains 2,300,000 blocks of limestone, each weighing an average of 1.5 tons. Its pyramidal form has a perfectly square base with sides of 756 feet and a height of 481 feet. Situated directly below the King's Chamber is the Queen's Chamber and there are two air channels leading upwards from the centre of the pyramid to the outside.

*Choose **NO MORE THAN THREE WORDS AND/OR NUMBERS** from the passage for each answer.*




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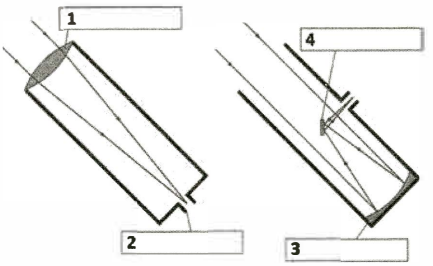
## IELTS Reading Tasks (Example 4) — Labelling a diagram

**▶ Movements of the planets**

Isaac Newton's invention of the reflecting telescope is often seen as a defining moment in the study of astronomy, but in fact he only enhanced it; the original telescope was invented in 1608 by the Dutchman Lippershey who used a convex lens in a tube focusing light into and eyepiece. The first telescopes were seen as an important military invention to detect the distant approach of enemy soldiers before Galileo used one to observe the night sky. Newton discovered that a concave mirror reflecting light onto a flat secondary mirror gave an enhanced image, which allowed a much more accurate view of the heavens. Furthermore, mirrors were easier to manufacture than lenses and could be made larger, thus increasing the ability of astronomers to chart the movements of the stars and planets. Yet it was Newton's discovery of the laws of gravity that explained why the planets move the way they do. It also enabled two astronomers in the 20th century to predict the existence, before it was seen in telescopes, of another small, outer asteroid, Pluto (at first classified as a planet), by observing slight variations in the orbit of Uranus.

The diagrams show the basic differences between Lippershey's and Newton's designs for a telescope.

*Label the diagram below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

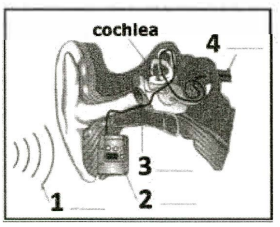



## IELTS Reading Tasks (Example 5) — Labelling a diagram

**▶ Bionic bodies**

Bionic ears, or cochlear implants, have a long history, too. The first primitive versions were implanted in 1957 and thousands of hearing-impaired people are now using far more sophisticated versions. One of many such devices, the Clarion, has an external sound processor which converts incoming sounds to digital code, then transmits the code in sound waves to the 'bionic ear', sited beneath the skin at the side of the head. From there a thin internal electrode winds through the cochlea past the damaged hair cells, and sends the coded signals directly to the acoustic nerve at a million impulses a second.

*Label the diagram using **NO MORE THAN TWO WORDS** from the text for each answer.*



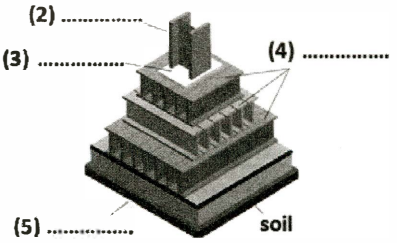

## IELTS Reading Tasks (Example 6) — Labelling a diagram

**▶ How skyscrapers work**

The central support structure of a skyscraper is its steel skeleton. Metal beams are riveted end to end to form vertical columns. At each floor level, these vertical columns are connected to horizontal girder beams. Many buildings also have diagonal beams running between the girders, for extra structural support. In a typical skyscraper substructure, each vertical column sits on a spread footing. The column rests directly on a cast-iron plate, which sits on top of a grillage. This is basically a stack of horizontal steel beams, lined side by side in two or more layers. The grillage rests on a thick concrete pad which is on the soil. Once the steel is in place, the entire structure is covered with concrete.

*Label the diagram below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

**A typical skyscraper substructures (1) .....**



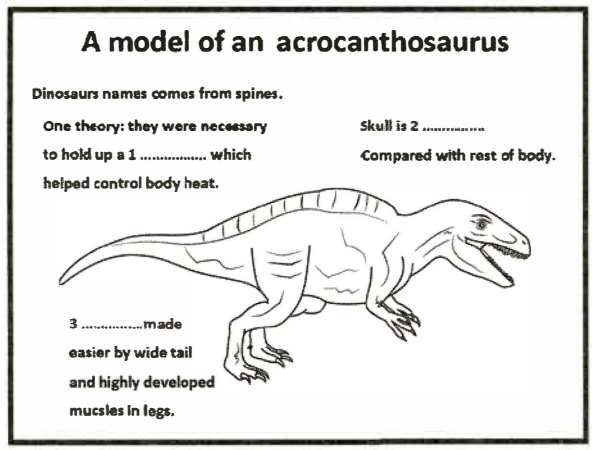

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**IELTS Reading Tasks (Example 7)** **Labelling a diagram**

▶ **Walking with dinosaurs**

The Manchester University team have used the computer simulations to produce a model of a giant meat-eating dinosaur. It is called an acrocanthosaurus which literally means 'high spined lizard' because of the spines which run along its backbone. It is not really known why they are there but scientists have speculated they could have supported a hump that stored fat and water reserves. There are also those who believe that the spines acted as a support for a sail. Of these, one half think it was used as a display and could be flushed with blood and the other half think it was used as a temperature-regulating device. It may have been a mixture of the two. The skull seems out of proportion with its thick, heavy body because it is so narrow and the jaws are delicate and fine. The feet are also worthy of note as they look surprisingly small in contrast to the animal as a whole. It has a deep broad tail and powerful leg muscles to aid locomotion. It walked on its back legs and its front legs were much shorter with powerful claws.

*Label the diagram below. Choose **NO MORE THAN ONE WORD** from the passage for each answer.*

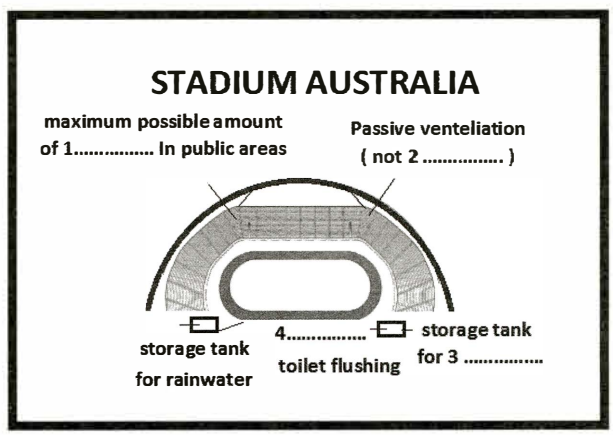



**IELTS Reading Tasks (Example 8)** **Labelling a diagram**

▶ **Stadium Australia**

Stadium Australia was the most environmentally friendly Olympic stadium ever built. Every single product and material used had to meet strict guidelines, even if it turned out to be more expensive. All the timber was either recycled or derived from renewable sources. In order to reduce energy' costs, the design allowed for natural lighting in as many public areas as possible, supplemented by solar-powered units. Rainwater collected from the roof ran off into storage- ranks, where it could be tapped for pitch irrigation. Stormwater run-off was collected for toilet flushing. Wherever possible, passive ventilation was used instead of mechanical air- conditioning. Even the steel and concrete from the two end stands due to be demolished at the end of the Olympics was to be recycled. Furthermore, no private cars were allowed on the Homebush site. Instead, every spectator was to arrive by public transport, and quite right too. If ever there was a stadium to persuade a sceptic like myself that the Olympic Games do, after all, have a useful function in at least setting design and planning trends, this was the one. I was, and still am, I freely confess, quite knocked out by Stadium Australia.

*Label the diagram below. Choose **NO MORE THAN THREE WORDS** from the reading passage for each answer.*

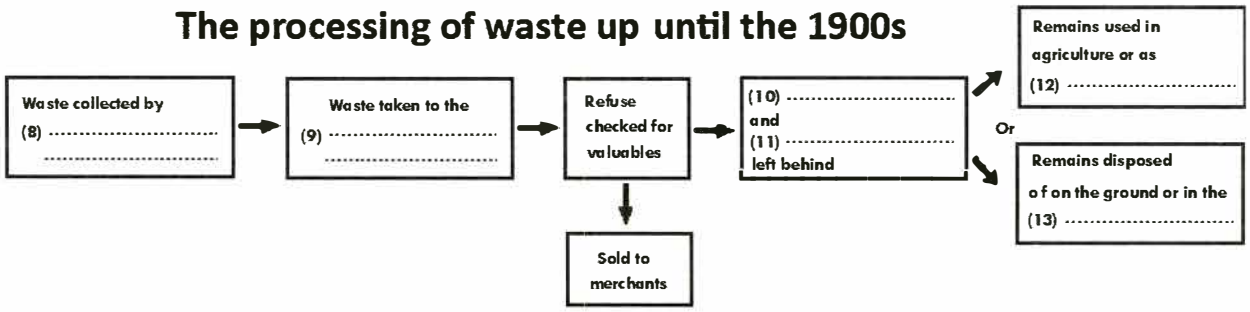



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## Tips & Techniques — Flow chart completion

**Sample Task:**

***Question 8-13:*** *Complete the flow chart below using* ***NO MORE THAN TWO WORDS*** *from the text.*




▶ **Tip 1:** This task requires you to use exact words and phrases from the text. Do not try to use different words that have the same meaning- your answer will be marked wrong even if the meaning is correct.

▶ **Tip 2:** Look at how the flow chart is organised; arrows often indicate results, stages or changes.

▶ **Tip 3:** Check for 'cause and effect' relationships.

*cause, effect, result, consequently, because, in consequence, as a result, subsequently, for this reason, because of, hence, in view of the fact, due to, consequently, for this reason, in the view of, since, on account of, for the sake of, thus, therefore, accordingly, by virtue of*

*cause, affect, end in, lead to, contribute, follow, make, produce, encourage, provoke, result, conduce, spark, engender, generate, create, originate, induce, trigger, impact, influence, bring about*

▶ **Tip 4:** Look for the same number of points and identify the relationship between them, e.g. linking words, like *Firstly* indicates a sequence. Find the part of the text that relates to the chart.

▶ **Tip 5:** Read the instructions carefully. Notice how many words you can use to answer each question. The number of words may vary; you may be asked to write one, two or three words in each question. The instructions will also tell you if you need to use a number for your answer.

▶ **Tip 6:** This task often, but not always, focuses on one part or section of the reading passage, rather than on pieces of information spread throughout the text.

▶ **Tip 7:** Answers do not always come in order.

### ▶▶ Task approach:

- Underline the keywords in each question and try to work out what information you need.
- Try to predict some of the missing words.
- Skim and scan the text, focusing on relevant information. Use the key words in the questions to locate the answers in the passage. Look out for synonyms and parallel expressions. Read carefully once you find the search areas.
- Use the words exactly as given in the text. Don't change them.
- Make sure your answers make sense both logically and grammatically.
- Check your spelling

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**IELTS Reading Tasks (Example 1)** **Flowchart completion**

▶ **Sugar**

Raw sugar comes from sugar cane. When the cane is harvested, it first goes to mills, usually in the same region, and raw sugar is extracted from it. This is then sent in bulk to refineries, which are often located in heavy sugar-consuming countries. There are several stages in the refining process, starting with affination, which includes the removal of various impurities by using a centrifuge. Eventually the recovery stage is reached, which leaves white sugar and a sweet byproduct which is often used as cattle feed.

*Complete the flowchart below. Choose **NO MORE THAN ONE WORD** from the passage for each answer.*

Sugar cane sent to **1** .....

▼

Raw sugar shipped to **2** .....

▼

**3**..... in the sugar are removed

▼

**4**..... stage: by-product may be eaten by **5** .....

**IELTS Reading Tasks (Example 2)** **Flowchart completion**

▶ **From flax to linen**

Firstly, the straw stems are spread into a continuous even layer and turned at a certain angle to make sure each stem is parallel. Secondly, they undergo a process where the straw stems are first crushed and broken in breaking machines to separate the woody central portion of the flax stem. The wood breaks up while the fiber bends and remains intact. The resultant straw coming from the breaking machine is called crude fiber

The final and most important operation of obtaining the long fiber is carried out by special machines. The crude fiber is held tightly near one end while the free end is subjected to a beating and scraping action. This completes the process where the long fiber is separated from the woody portion. The long fiber is then quality-graded and pressed together. The shorter fiber is used for making boards and panels.

*Complete the flowchart below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

**▼ The process to separate long and short fibres**

Straw stems spread out **1** ..... to one another

Stems crushed mechanically

Wood breaks up

Separated from **2** ..... (flexible and does not break)

One end crude fibre held tightly: other undergoes beating and **3** .....

**4** ..... then graded and pressed together

Short fibre used for making boards and panels

**IELTS Reading Tasks (Example 3)** **Flowchart completion**

▶ **Their social life online: a parents' guide**

'Social networking is becoming a creative force: teenagers are making videos, joining YouTube groups, podcasting and blogging about the things that interest them. Sites like Pinterest, which is like a digital look-book, and Instagram, a photosharing network, are transforming creativity, and I think niche networks are going to become more and more common.

Teenagers who use social networking as a creative force will reap the benefits in the world of work, agrees Mungeam. 'One of the fantastic aspects of Facebook and YouTube is the opportunity for collaborating with others to create content, then sharing it with others. Collaboration is a real 21st century skill, and an essential part of being employable in a digital age.

*Label the diagram with words taken from the passage. Write **NO MORE THAN ONE WORD**.*

**Skills that improve employability**

Social networking

⇩

**1** .....

⇩

**2** .....

⇩

Enhanced employability

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## IELTS Reading Tasks (Example 4) — Flowchart completion

▶ **The history of the poster**

As a result of this technical difficulty, the invention of the lithographic process had little impact on posters until the 1860s, when Jules Cheret came up with his 'three-stone lithographic process'. This gave artists the opportunity to experiment with a wide spectrum of colours.

Although the process was difficult, the result was remarkable, with nuances of colour impossible in other media even to this day. The ability to mix words and images in such an attractive and economical format finally made the lithographic poster a powerful innovation.

Starting in the 1870s, posters became the main vehicle for advertising prior to the magazine era and the dominant means of mass communication in the rapidly growing cities of Europe and America. Yet in the streets of Paris, Milan and Berlin, these artistic prints were so popular that they were stolen off walls almost as soon as they were hung. Cheret, later known as 'the father of the modern poster', organised the first exhibition of posters in 1884 and two years later published the first book on poster art. He quickly took advantage of the public interest by arranging for artists to create posters, at a reduced size, that were suitable for in-home display.

Thanks to Cheret. the poster slowly took hold in other countries in the 1890s and came to celebrate each society's unique cultural institutions : the cafe in France, the opera and fashion in Italy, festivals in Spain, literature in Holland and trade fairs in Germany. The first poster shows were held in Great Britain and Italy in 1894, Germany in 1896 and Russia in 1897. The most important poster show ever, to many observers, was held in Reims, France, in 1896 and featured an unbelievable 1,690 posters arranged by country.

*Complete the flow chart below. Write **NO MORE THAN THREE WORDS** from the passage for each answer.*

**Jules Cheret**

1860s - invention of 'three-stone lithographic process'

▼

combination of both 1 ..... on coloured posters

▼

1870s - posters used for advertising and 2 ..... in Europe

▼

1884-86 - Cheret's poster 3 ..... and book on poster art

▼

1890s - posters represent 4 ..... around the world

## IELTS Reading Tasks (Example 5) — Flowchart completion

▶ **Spider silk cuts weight of bridges:** *A strong, light bio-material made by genes from spiders could transform construction and industry*

Scientists have succeeded in copying the silk-producing genes of the Golden Orb Weaver spider and are using them to create a synthetic material which they believe is the model for a new generation of advanced bio-materials. The new material, biosilk, which has been spun for the first time by researchers at DuPont, has an enormous range of potential uses in construction and manufacturing.

At DuPont, researchers have used both yeast and bacteria as hosts to grow the raw material, which they have spun into fibres. Robert Dorsch, DuPont's director of biochemical development, says the globules of protein, comparable with marbles in an egg, are harvested and processed. 'We break open the bacteria, separate out the globules of protein and use them as the raw starting material. With yeast, the gene system can be designed so that the material excretes the protein outside the yeast for better access,' he says.

'The bacteria and the yeast produce the same protein, equivalent to that which the spider uses in the drag lines of the web. The spider mixes the protein into a water- based solution and then spins it into a solid fibre in one go. Since we are not as clever as the spider and we are not using such sophisticated organisms, we substituted man- made approaches and dissolved the protein in chemical solvents, which are then spun to push the material through small holes to form the solid fibre.'

The spider is not the only creature that has aroused the interest of material scientists. They have also become envious of the natural adhesive secreted by the sea mussel. It produces a protein adhesive to attach itself to rocks. It is tedious and expensive to extract the protein from the mussel, so researchers have already produced a synthetic gene for use in surrogate bacteria.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

Synthetic gene grown in **1** ..... or **2** .....

▼

globules of **3** .....

▼

dissolved in **4** .....

▼

passed through **5** .....

▼

to produce a solid fibre

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**IELTS Reading Tasks (Example 6)** **Flowchart completion**

▶ **Reverse osmosis**

Once the water has been collected from its source, it is transported to a holding basin. In reverse osmosis, pre-treatment is very important, as the surfaces of the membranes that play a central role in this method of desalination need to remain clean to work effectively and can be easily dirtied and damaged by impurities in the feed water, as it is now called. In the initial part of this pre-treatment stage, pieces of wood and smaller suspended solids like sand are removed by passing the feed water through a particle filter. Then the filtered water is pumped through fine carbon microfilters that trap minerals and contaminants such as pesticides. Chlorine is also removed here as a protective measure, as it would otherwise shorten the life of the membranes. Next, the water is put under high pressure and pushed through the permeable membranes arranged in series, which prevent the passage of dissolved salts in the seawater, while allowing the separated and desalinated product water to pass through. Approximately half the feedwater becomes product water. The remaining 50%, now with a higher concentration of salts, is rejected and returned to the source. In the post- treatment stage, the product water undergoes blending with chemicals and minerals. Finally, the product water is sent to a cistern, where it is stored awaiting distribution for use.

*Complete the flow chart below.*

*Choose **NO MORE THAN TWO WORDS** from the text for each answer.*

**The desalination of sea water by reverse osmosis**

Seawater collected from ocean and sent to 1 .....

▼

Initial pre-treatment stage uses 2 ..... to ensure removal of solids.
Removal of 3 ..... also important in order to protect membrane.

▼

Water pumped at 4 .....through series of membranes
5.....are removed here, and separation is completed.

▼

Rejected water is sent back to 6.....

▼

In post-treatment stage, 7.....with chemicals and minerals takes place. Then the product water can be sent to storage.

**IELTS Reading Tasks (Example 7)** **Flowchart completion**

▶ **Sport Science in Australia**

The professional career paths available to graduates from courses relating to human movement and sport science are as diverse as the graduate's imagination. However, undergraduate courses with this type of content, in Australia as well as in most other Western countries, were originally designed as preparation programmes for Physical Education (PE) teachers.

The initial programmes commenced soon after the conclusion of World War II in the mid-1940s. One of the primary motives for these initiatives was the fact that, during the war effort, so many of the men who were assessed for military duty had been declared unfit. The government saw the solution in the providing of Physical Education programmes in schools, delivered by better prepared and specifically educated PE teachers.

Later, in the 1970s and early 1980s, the surplus of Australians graduating with a PE degree obliged institutions delivering this qualification to identify new employment opportunities for their graduates, resulting in the first appearance of degrees catering for recreation professionals. In many instances, this diversity of programme delivery merely led to degrees, delivered by physical educators, as a sideline activity to the production of PE teachers.

*Complete the flow chart below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

**The history of sports and physical science in Australia**

A lot of people identified as being **1** .....

▼

Introduction of PE to **2** .....

▼

Special training programmes for **3** .....

▼

**4** .....of PE graduates

▼

Identification of alternative **5** .....

▼

Diversification of course delivery

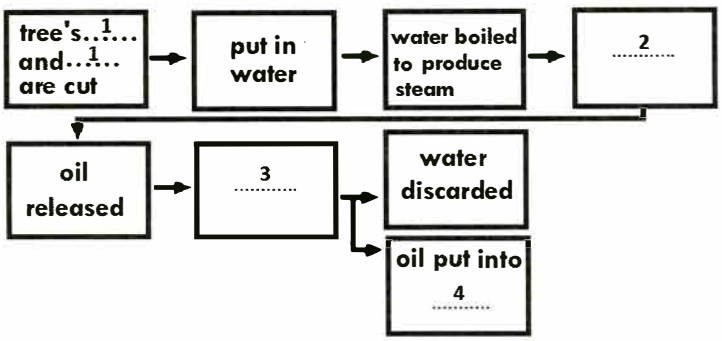
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## IELTS Reading Tasks (Example 8) — Flowchart completion

▶ **Tea Tree Oil :** Contrary to initial assumptions, tea tree oil is not taken from the sap of the tree. It is, in fact, derived from the 'fat' of the tree. Because these trees grow in an area of Australia where climatic conditions vary greatly, they fortify themselves by storing up essential nutrients in small nodules found in their leaves and stems. In the past, the leaves and stems were cut and placed in crude containers of water. Building a fire under the containers would heat the water, producing steam, which made the nodules burst, thus releasing the oil into the water. Through a primitive system of gravity separation, the oil would flow into a collection vat while the water would be released to the ground. The net result would be pure, unadulterated tea tree oil.

The diagram below shows how tea tree oil was extracted before the introduction of modern techniques.

*Choose **ONE or TWO words** from the passage for each answer.*




## IELTS Reading Tasks (Example 9) — Flowchart completion

▶ **Nurturing talent within the family**

What do we mean by being 'talented' or 'gifted'? The most obvious way is to look at the work someone does and if they are capable of significant success, label them as talented. The purely quantitative route - 'percentage definition' - looks not at individuals, but at simple percentages, such as the top five per cent of the population, and labels them - by definition - as gifted. This definition has fallen from favour, eclipsed by the advent of IQ tests, favoured by luminaries such as Professor Hans Eysenck, where a series of written or verbal tests of general intelligence leads to a score of intelligence.

The IQ test has been eclipsed in turn. Most people studying intelligence and creativity in the new millennium now prefer a broader definition, using a multifaceted approach where talents in many areas are recognised rather than purely concentrating on academic achievement. If we are therefore assuming that talented, creative or gifted individuals may need to be assessed across a range of abilities, does this mean intelligence can run in families as a genetic or inherited tendency? Mental dysfunction - such as schizophrenia - can, so is an efficient mental capacity passed on from parent to child?

*Complete the notes, which show how the approaches to defining 'talent*have changed.*

*Choose **ONE or TWO WORDS** from the passage for each answer.*

**'percentage definition' ➡ ...1... ➡ ...2... ➡**

## IELTS Reading Tasks (Example 10) — Flowchart completion

▶ **Ocean Acidification**

The sea creatures most likely to be affected are those that make their shells or skeletons from calcium carbonate, including tiny plankton and huge corals. Their shells and skeletons do not dissolve only because the upper layers of the oceans are supersaturated with calcium carbonate. Acidification reduces carbonate ion concentrations, making it harder for organisms to build their shells or skeletons. When the water drops below the saturation point, these structures will start to dissolve. Calcium carbonate comes in two different forms, aragonite and calcite, aragonite being more soluble. So organisms with aragonite structures, such as corals, will be hardest hit.

So far the picture looks relentlessly gloomy, but could there actually be some positive results from adding so much $CO_2$ to the seas? One intriguing finding, says Ulf Riebesell of the Leibniz Institute of Marine Sciences in Kiel, Germany, concerns gases that influence climate. A few experiments suggest that in more acidic conditions, microbes will produce more volatile organic compounds such as dimethyl sulphide, some of which escapes to the atmosphere and causes clouds to develop. More clouds would mean cooler conditions, which could potentially slow global warming.

*Complete the flow chart below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

**A possible benefit from increased $CO_2$ levels in the sea**

increased ocean acidification ▶ larger quantities of organic compounds made by **1** ..... ▶

transfer to **2** ..... ▶ **3** ..... are formed ▶ **4** ..... temperatures ▶ reduction in rate of **5** .....

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## Tips & Techniques — Table completion

### Sample Task:

***Questions 6-12***

*Complete the table. Use **no more than TWO words** from the text above.*

| | | |
|---|---|---|
| **Step 1** : *Initial phase* | A **6** .....is given to the advertising agency. | |
| **Step 2** : *research* | It is necessary to produce **7** ..... of how the company is doing compared to its competitors. | Age, sex and education of the potential customers are just three of a **8** ..... that need to be considered by the company. |
| **Step 3** : *planning* | No company wants to pay too much, so the advertising company must look for a campaign that is the most **9** ..... for their client. | People tend to buy products they are familiar with, so **10** ..... is a vital part of an advertising strategy. |
| **Step 4** : *execution* | Some companies are fined if they don't stay **11** ..... when carrying out a project. | |
| **Step 5** : *follow-up* | Increased sales is just one **12** ..... for a company. Employee and customer satisfaction are other important ones. | |

▶ **Tip 1:** Check the instructions for the maximum number of words you can use.

▶ **Tip 2:** Before you start trying to complete the gaps, make sure you look carefully at the rows and columns in the table to see how the information is organised.

▶ **Tip 3:** The answers may or may not be close together in the text. For each question, scan the text to find it and fill in the space.

▶ **Tip 4:** The information in the passage will not necessarily be in the same order as the questions.

▶ **Tip 5:** Look at the gaps and predict the type of word required.

▶ **Tip 6:** Some of the information may already be provided to help you.
Make sure you read the whole table/ chart to get the overall meaning.

### ▶▶ Task approach:

- Read the statements and underline the key words.
- Try to work out what information you need.
- See if you can predict the answer or the kind of word(s) that you are looking for.
- Skim and scan the text, focusing on relevant information. Use the key words in the questions to locate the answers in the passage. Look out for synonyms and parallel expressions. Read carefully once you find the search areas.
- Make certain your answers make sense both logically and grammatically.

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## IELTS Reading Tasks (Example 1) — Table completion

▶ **Recruitment trends across the Channel 28-30**

Employment agencies cover the lower end of the salary spectrum and tend to concentrate on functional specialisations — secretarial, accountancy, computer technicians, sales, etc., but will recruit up to junior management level. Generally, potential recruits register with the agency which then tries to place that person with one of its clients. Executive selection consultancies undertake a specific recruitment on behalf of a client, through advertisement. The consultancy will analyse the position that has to be filled, draw up an advertisement and advise the client of the most appropriate medium in which to advertise. Usually, the consultancy will handle the response and select a short list of the most suitable candidates. Such consultancies mainly operate by functional specialisations and at junior to middle management levels. Executive search, or 'head-hunting', can be described as the direct approach to a potential candidate with a view to recruiting that person on behalf of a client. Executive search is used for middle and senior management appointments.

*Complete the table by finding up to three words from the passage to fill each numbered box.*

| Type of recruitment | Category of specialisation | Level of management | Method of recruitment |
|---|---|---|---|
| employment agency | **1** ..... | up to junior management | register |
| executive selection | functional | **2** ..... | **3** ..... |
| executive search | all types | middle senior | **4**..... |

## IELTS Reading Tasks (Example 2) — Table completion

▶ **Musical instruments reclassified**

The name chordophones is used fur instruments with strings that produce a sound when caused to vibrate. Further classification is based on body shape and on how vibrations are induced. There are five basic types: bows, lyres, harps, lutes and zithers. The simples: musical bows have a single string attached to each end of a flexible stick; others have resonators to amplify the sound. Lyres, common in ancient times, have a four-sided frame consisting of a soundbox, two arms and a crossbar. The plucked strings run from the front of the soundbox to the crossbar. Harps are basically triangular in shape, with strings attached to a soundbox and me instruments 'neck'.

Classified as lures are all instruments with strings that run from the base of a resonating 'belly' up and along the full length of an attached neck. This sub-group is further divided into plucked lutes (round-or flat-- or flat-backed), and bowed lures (including folk fiddles and violins). The fifth type, zithers, have swings running the entire length of the body and are subdivided into simple zithers (stick, raft, tube or trough-shaped), long zithers (from the Far East), plucked zithers (such as the psaltery and harpsichord), and struck zithers (including the dulcimer and piano).

*Use **NO MORE THAN THREE WORDS** from the passage for each space, complete the chart below.*

| **Types of chordophones** i.e. **1** ..... | **Description** |
|---|---|
| **2**..... | Single strings attached to a single stick |
| Harps | **3**..... attached to a soundbox and the instrument's neck |
| **4**..... | with strings from the base of a resonating belly and along the length of an attached neck. |
| **5**..... | **6**..... with a soundbox, two arms and a crossbar |
| Zithers | are **7**.....into simple, long, plucked and **8**..... |

## IELTS Reading Tasks (Example 3) — Table completion

▶ **The Birth of Scientific English**

England was one of the first countries where scientists adopted and publicised Copernican ideas with enthusiasm. Some of these scholars, including two with interests in language -John Wall's and John Wilkins - helped Found the Royal Society in 1660 in order to promote empirical scientific research. Across Europe similar academies and societies arose, creating new national traditions of science. In the initial stages of the scientific revolution, most publications in the national languages were popular works, encyclopaedias, educational textbooks and translations. Original science was not done in English until the second half of the 17th century. For example, Newton published his mathematical treatise, known as the Principia, in Latin, but published his later work on the properties of light - Opticks - in English.

There were several reasons why original science continued to be written in Latin. The first was simply a matter of audience. Latin was suitable for an international audience of scholars, whereas English reached a socially wider, but more local, audience. Hence, popular science was written in English.

*Complete the table. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

**Science written in the first half of the 17th century**

| Language used | Latin | English |
|---|---|---|
| Type of science | Original | **1** ..... |
| Examples | **2** ..... | Encyclopaedias |
| Target audience | International scholars | **3** ..... , but socially |

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## IELTS Reading Tasks (Example 4) — Table completion

▶ **The most serious threats facing the environment in the 21st century**

A significant element contributing to making all forms of pollution more dangerous is the presence of heavy metals such as lead and mercury that can poison our air, earth and water. We have no way of knowing what the long-term effects of many of these chemicals may be, as they are new. Some studies are suggesting that many compounds could be endocrine disruptors - chemicals that have a disruptive effect on the hormone balance in our body. The introduction of unleaded petrol made a significant difference, but this victory is over- shadowed by the consequences of the rapid industrial development taking place around the world. The number of people at risk of poisoning themselves by drinking polluted water, eating polluted food and using everyday objects that contain hazardous chemicals has increased alarmingly.

Chemicals released into the air can cause both the smog that clouds our cities and the acid rain that can devastate woodland. These and other forms of air pollution are known to contribute to chronic respiratory illnesses, which have dramatically increased over the past few decades, leading to millions of premature deaths every year. While it is true that the introduction of strict air-quality controls on factories and emissions from cars and other road-using vehicles has reduced the level of air pollution in most industrialized nations, a great deal of work remains to be done.

The most harmful ultraviolet radiation from the Sun is filtered out by the ozone layer before it reaches the surface of the Earth. Nevertheless, we are witnessing increased rates of skin cancer and damage to plants and ecosystems as a result of the dangerous depletion of the ozone layer. Actually, there are reasons to claim this as one of our few environmental success stories: the topic received a great deal of attention in the 1970s and '80s, when a giant 'hole' in the ozone layer was discovered above Antarctica. Luckily, people were persuaded to act quickly to scale back the production and use of CFCs and other substances proved to be responsible for the hole, so although not solved, research indicates positive signs of gradual improvement.

*Complete the table below. Choose **NO MORE THAN THREE WORDS** from the text for each answer.*

| | **Consequence** | **Possible health problems** | **How the situation has developed** |
|---|---|---|---|
| **Ozone layer depletion** | Ultraviolet radiation no longer **1**..... | **2** ..... | There has been a **3** ..... in the situation |
| **Air pollution** | Creates city smog and **4**..... | **5** ..... | Pollution levels reduced following controls imposed on **6** .....and exhaust fumes from vehicles |
| **Chemical and toxins** | All forms of pollution are made more dangerous | Can alter body's **7** ..... | Millions still at risk, but use of **8**.....has been a positive contribution |

## IELTS Reading Tasks (Example 5) — Table completion

▶ **Right and left-handedness in humans**

Why do humans, virtually alone among all animal species, display a distinct left or right-handedness? Not even our closest relatives among the apes possess such decided lateral asymmetry, as psychologists call it. Yet about 90 per cent of every human population that has ever lived appears to have been right-handed. Professor Bryan Turner at Deakin University has studied the research literature on left-handedness and found that handedness goes with sidedness. So nine out of ten people are right-handed and eight are right-footed. He noted that this distinctive asymmetry in the human population is itself systematic. "Humans think in categories: black and white, up and down, left and right. It's a system of signs that enables us to categorise phenomena that are essentially ambiguous.'

Research has shown that there is a genetic or inherited element to handedness. But while left-handedness tends to run in families, neither left nor right handers will automatically produce off-spring with the same handedness; in fact about 6 percent of children with two right-handed parents will be left-handed. However, among two left-handed parents, perhaps 40 percent of the children will also be left-handed. With one right and one left-handed parent, 15 to 20 per cent of the offspring will be left-handed. Even among identical twins who have exactly the same genes, one in six pairs will differ in their handedness.

*Complete the table below.*

| | Percentage of children left-handed |
|---|---|
| One parent left-handed<br>One parent right-handed | ..... **1** ..... |
| Both parents left-handed | ..... **2** ..... |
| Both parents right-handed | ..... **3** ..... |

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## Tips & Techniques — Sentence completion

### Sample Task:

***Questions 5-8***

Complete the summary below. Choose ***ONE word*** from paragraph B of Reading Passage 6 for each answer.
Some genetically based **5** ..... intended for medical purposes, can be used to improve **6** ..... performance. **7** ..... gives athletes an unfair advantage and is not allowed by the International Olympic@ Committee. The **8** ..... are enforced through a series of drug-testing systems.

▶ **Tip 1:** For this task, you have to complete individual words, using information provided in the text.

▶ **Tip 2:** This task requires you to use exact words and phrases from the text. The answers therefore all appear in the relevant part of the text.

▶ **Tip 3:** Remember to check the word limit in the instructions and write no more than the number of words specified in each answer. If you write too many words, you answer will be marked wrong.

▶ **Tip 4:** Make sure you copy the words correctly, as you will lose marks for incorrect spelling.

▶ **Tip 5:** Hyphenated words count as one word (so *well-being* is one word)

▶ **Tip 6:** The information you need may be in one paragraph or it may be spread over a longer part of the text.

▶ **Tip 7:** The missing words in the task may not be in the order they appear in the text.

### ▶▶ Task approach:

- Read through the summary at normal speed so that you have a fair idea of what it is about. Read the statements and underline the key words.
- Always think about the types of words that are needed, for example, nouns, verbs, adjectives etc.
- Look at the surrounding words for clues about the missing word in terms of collocation.
- Try to predict some of the missing words
- Skim and scan the text, focusing on relevant information. Use the key words in the questions to locate the answers in the passage. Look out for synonyms and parallel expressions. Read carefully once you find the search areas.
- Make sure the completed sentence is grammatically accurate and has the meaning as the text.

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**IELTS Reading Tasks (Example 1)** **Sentence completion**

**▶ The birds of London**

The sparrows move quickly in public places, and they are now so much part of London that they have been adopted by the native population as the sparred; a friend was known to Cockneys as a 'cocksparrer' in tribute to a bird which is sweet and yet watchful, blessed with a dusky plumage similar to that of the London dust, a plucky little bird darting in and out of the city's endless uproar. They are small birds which can lose body heat very quickly, so they are perfectly adapted to the 'heat island' of London. They will live in any small cranny or cavity, behind drainpipes or ventilation shafts, or in public statues, or holes in buildings; in that sense they are perfectly suited to a London topography. An ornithologist who described the sparrow as peculiarly attached to man' said it never now breeds at any distance from an occupied building'. This sociability, bred upon the fondness of the Londoner, is manifest in many ways. One naturalist, W.H. Hudson, has described how any stranger in a green space or public garden will soon find that 'several sparrows are keeping him company ... watching his every movement, and if he sits down on a chair or a bench several of them will come close to him, and hop this way and that before him, uttering a little plaintive note of interrogation — Have you got nothing for us? They have also been described as die urchins of the streets —'thievish, self-assertive and pugnacious' — a condition which again may merit the attention and admiration of native Londoners. Remarkably attached to their surroundings, they rarely create 'fly-lines' across the city; where they are born, like other Londoners, they stay.

*Complete the notes below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

**SPARROWS :** Word meaning **1** ..... is derived from the bird's name suited to atmosphere of London because of tendency to rapidly **2** ..... always likely to reproduce close to **3** ..... characteristic noted: **4** ..... because of attitude of people in London make a sound that seems to be a kind of **5** .....

**IELTS Reading Tasks (Example 2)** **Notes completion**

**▶ The race to make spider silk**

Spiders make their silk in environmentally friendly ways. They process proteins from water-based solutions which, from a manufacturing point of view, is very attractive. The process of making synthetic fibres like nylon, on the other hand, requires petroleum products or organic solvents and results in pollution. So biotechnologists are motivated by both the practical and economic potential of generating artificial spider silk. Globally, as much as, 60 per cent of the threads used to weave clothing come from natural fibre, including cotton, wool and silk. The aim is to offer substitutes for natural fibres that are free of the problems of poor wash-wear performance: stretching, wrinkling and shrinkage. They are seeking a better-than-natural alternative fibre for which there is a major market. Bio-inspired materials are providing a new frontier for the fibre business.

*Complete the sentences notes. **Use NO MORE THAN THREE WORDS** from the passage for each blank space.*

**Comparison of synthetic and natural fibres**

**Main problem in the production of synthetic:**
**1** .....

**Disadvantages of natural fibres:**
**2** ..... ..... .....

Proportion of clothing made from natural fibre: **3** .....

**IELTS Reading Tasks (Example 3)** **Sentence completion**

**▶ What cookbooks really teach us**

Shelves bend under their weight of cookery books. Even a medium-sized bookshop contains many more recipes than one person could hope to took in a lifetime. Although the recipes in one book are often similar to those in another, their presentation varies wildly, from an array of vegetarian cookbooks to instructions on cooking the food that historical figures might have eaten. The reason for this abundance is chat cookbooks promise to bring about a kind of domestic transformation for the user. The daily routine can be put to one side and they liberate the user, if only temporarily. To follow their instructions is to turn a task which has to be performed every day into an engaging, romantic process. Cookbooks also provide an opportunity to delve into distant cultures without having to turn up at an airport to get there.

*Complete the summary below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

**Why are there so many cookery books?**

There are a great number more cookery books published than is really necessary and it is their **1** ..... which makes them differ from each other. There are such large numbers because they offer people an escape from their **2** ..... and some give the user the chance to inform themselves about other **3** .....

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## Tips & Techniques — Summary (Sentence) completion (with choices)

### Sample Task:

***Questions 1-8***: Complete the summary using the list of words, A-O, below:

Write the correct letter, A-O, in boxes I-8 on your answer sheet.
The **1** ..... of combustion-engine cars continues **2** ..... there being problems with them. According to Negre, an automotive engineer and inventor, a(n) **3** ....., a petrol-electric car, is really not much less **4** ..... Negre believes his Airpod is far cleaner and cheaper, and will **5** ..... drivers in the developing world in particular. An Airpod is lighter than other cars at only **6** ..... kilograms. The highest confirmed speed it can reach is around **7** ..... kph. It can be refilled fast at a service station or more slowly at home. Some people may be worried about the high-pressure gas stored on board an Airpod, but its tanks are safe and already in **8** ..... on public buses.

**List of words:**

| | | | | |
|---|---|---|---|---|
| **A** exist | **B** popular | **C** polluting | **D** 80 | **E** benefit |
| **F** although | **G** 70 | **H** polluted | **I** alternate | **J** alternative |
| **K** 220 | **L** use | **M** popularity | **N** 180 | **O** despite |

▶ **Tip 1:** This task requires you to fill in gaps in a summary with the correct words that appear in the box.

▶ **Tip 2:** The words you need to choose have the same or very similar meanings to words and phrases used in the text, or they express the same ideas as what is stated in the text.

▶ **Tip 3:** The words provided in the box may not be the same as the words in the text. Look for parallel meanings.

▶ **Tip 4:** This task usually, but not always, focuses on one particular part or section of the text, rather than on information that is spread throughout the text.

▶ **Tip 5:** The words in the box will normally all belong to the same part of speech (adjectives, nouns, etc). You are therefore required to decide on the word with the correct meaning for each gap, not what kind of word fits grammatically.

▶ **Tip 6:** There are significantly more words to choose from in the box than there are answers. Be careful. Several words in the box may be connected in meaning, but only one will have the precise meaning required to match what is stated in the text.

▶ **Tip 7:** The questions usually follow the same order as the relevant information in the text.

▶ **Tip 8:** In most cases, you are required to write letters only *(A, B, C...)*, not words on your answer sheet.

▶ **Tip 9:** There are extra words in the box that you do not need to use. You cannot use any of the words more than once.

### ▶▶ Task approach:

- Read the task carefully and underline the keywords around the gaps to help you find the right place in the passage.
- Work out the grammar needed to fill in each gap. Nouns, Verbs, Adjectives, Adverbs
- Use collocation of words and ideas where possible to predict the answer and then check the text.
- Skim and scan the text, focusing on relevant information. Use the key words in the questions to locate the answers in the passage. Look out for synonyms and parallel expressions. Read carefully once you find the search areas.
- Re-read the summary, with the words you have selected for each gap, to make sure that it makes sense both grammatically and in terms of meaning.

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**IELTS Reading Tasks (Example 1)** **Summary completion**

**▶ Dummy pills**

There is an on-going debate about the merits and the ethics of using placebos, sometimes called 'sugar pills'. The 'placebo effect 'is well documented though not completely understood. It refers to the apparent benefits, both psychological and physiological, of taking a medication or receiving a treatment that you expect will improve your health, when in fact the tablet contains no active ingredients and the treatment has never been proven. Any benefit that arises from a placebo originates solely in the mind of the person taking it. The therapeutic effect can be either real and measurable or perceived and imagined.
Patients enter into a clinical trial in the full knowledge that they have a 50/50 chance of receiving the new drug or the placebo. An ethical dilemma arises when a placebo is considered as a treatment in its own right; for example, in patients whose problems appear to be 'all in the mind'. Whilst a placebo is by definition harmless and the 'placebo effect' is normally therapeutic, the practice is ethically dubious because the patient is being deceived into believing that the treatment is authentic. The person prescribing the placebo may hold the view that the treatment can be justified as long as it leads to an improvement in the patients health. However, benevolent efforts of this type are based on a deception that could, if it came to light, jeopardize the relationship between the physician and the patient. It is a small step between prescribing a placebo and believing that the physician always knows best, thereby denying patients the right to judge for themselves what is best for their own bodies.
Whilst it is entirely proper for healthcare professionals to act at all times in patients' best interests, honesty is usually the best policy where medical treatments are concerned, in which case dummy pills have no place in modern medicine outside of clinical trials. On the other hand, complementary medicine, whilst lacking scientific foundations, should not be considered unethical if it is able to demonstrate therapeutic benefits, even if only a placebo effect, as long as patients are not given false hopes nor hold unrealistic expectations, and are aware that the treatment remains unproven.

*Complete the summary using the list of words A to K below.*

Patients in a clinical trial are fully aware that they have only a 50% chance of receiving the new drug. Even so, prescribing a placebo as a treatment presents the physician with a moral **1** ..... Even if the treatment works, the patient has been tricked into believing that the placebo was **2** ..... and if this were found out it could **3** ..... the physician- patient relationship. Furthermore, patients should not be denied the right to make **4** ..... about their own treatment.

**List of words**
**A** genuine **B** deception **C** belief **D** questions **E** Correct **F** harm **G** improve **H** dilemma **I** story **J** choices **K** ethical

**IELTS Reading Tasks (Example 2)** **Summary completion**

**▶ The Earth and Space Foundation**

Field research also applies the Earth's environmental and biological resources to the human exploration and settlement of space. This may include the use of remote environments on Earth, as well as physiological and psychological studies in harsh environments. In one research project, the Foundation provided a grant to an international caving expedition to study the psychology of explorers subjected to long-term isolation in caves in Mexico. The psychometric tests on the cavers were used to enhance US astronaut selection criteria by the NASA Johnson Space Center.
Space-like environments on Earth help us understand how to operate in the space environment or help us characterise extraterrestrial environments for future scientific research. In the Arctic, a 24-kilometre¬wide impact crater formed by an asteroid or comet 23 million years ago has become home tc a Mars- analogue programme. The Foundation helped fund the NASA Haughton-Mars Project to use this crater to test communications and exploration technologies in preparation for the human exploration of Mars. The crater, which sits in high Arctic permafrost, provides an excellent replica of the physical processes occurring on Mars, a permafrosted, impact-altered planet. Geologists and biologists can work at the site to help understand how impact craters shape the geological characteristics and possibly biological potential of Mars.

*Complete the summary using the words, A-I, below.*

Field research: Applying the Earth's environment to the settlement of space. Some studies have looked at how humans function in **1** ..... situations.
In one project, it was decided to review cave explorers in Mexico who tolerate **2** ..... periods on their own.
It is also possible to prepare for space exploration by studying environments on Earth that are **3** ..... to those on Mars. A huge crater in the Arctic is the **4** ..... place to test the technologies needed to explore Mars and gather other relevant **5** .....information.

**List of words**
**A** comparable **B** extreme **C** connected **D** ideal **E** unexpected **F** beneficial **G** scientific **H** extended **I** individual

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## Tips & Techniques — Sentence ending

### Sample Task:

Complete each of the following statements with the best ending from the box below.

Write the appropriate letters A-G in boxes 20-22 on your answer sheet.

**20** The extra ice did not absorb the heat from the sun, so...
**21** The speed of the water from the Atlantic increased as...
**22** The Earth and its oceans became warmer when...

**A** Africa and Europe crashed into each other.
**B** water started flowing from the Mediterranean.
**C** the sea was cut off from the ocean.
**D** all the fish and plant life in the Mediterranean died.
**E** the Earth started to become colder.
**F** the channel grew bigger, creating the waterfalls.
**G** all the ice on earth melted

▶ **Tip 1:** For this task, you have to complete a number of sentences by choosing from a list of possible endings listed in a box, using information provided in the passage. There are always more options (sentence endings) than there are questions (sentence stems). There are normally 5 or 6 sentences and 8 to 10 different endings. So you must dismiss some of the options as incorrect.

▶ **Tip 2:** The questions will follow the order in which information is provided in the passage. The sentence beginnings are in the same order as the information in the passage, but the sentence endings are out of order; the options will be randomly arranged in the box.

▶ **Tip 3:** This task may focus on information in a particular part of the passage or on information spread throughout the whole passage.

▶ **Tip 4:** The first halves contain clues to help you locate the correct parts of the text. ; use the key words in the sentence openings to help you find the relevant parts.

▶ **Tip 5:** For this task type, you need to work out how ideas are connected within the passage.

▶ **Tip 6:** The aim of this task is to test your understanding of the passage; not to test your grammar. Any of the endings will fit grammatically with any of the stems, so you will need to read carefully to check that the information given is correct. Often, all the option: will begin with the same part of speech, a simple past verb or a modal verb, for example.

▶ **Tip 7:** Language used in the sentence endings (and sometimes in the sentence stems) will paraphrase language used in the passage. You will need to read all of the options carefully to identify which say the same thing as the relevant parts of the text.

▶ **Tip 8:** Focus on the sentence beginnings not the sentence endings. The simple reason for this is that not all the sentence endings appear in the text and you will waste time if you concentrate on them.

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▶ **Tip 9:** The additional options (those which are to be dismissed) will always relate to information provided in the text, and will often be close in meaning to information required to answer a question. Don't choose an option simply because it appears to immediately relate to a sentence stem — it may be there to deliberately mislead you.

▶ **Tip 10:** Look for relationships like examples, or cause and effect.

## ▶▶ Task approach:

- Read the beginning of each sentence and underline the key words.
- Skim and scan the text, focusing on relevant information. Use the key words in the questions to locate the answers in the passage. Look out for synonyms and parallel expressions. Read carefully once you find the search areas.
- Decide which option correctly completes the sentence stem. Cross out the answers which are obviously wrong. This will help you to identify the correct answers more quickly.

**IELTS Reading Tasks (Example 1)** **Sentence endings**

**▶ Irish Potato Famine**

It is not known exactly how or when the potato was first introduced to Europe; however, the general assumption is that it arrived on a Spanish ship sometime in the 1600s. For more than one hundred years, Europeans believed that potatoes belonged to a botanical family of a poisonous breed. It was not until Marie Antoinette wore potato blossoms in her hair in the mid-eighteenth century that potatoes became a novelty. By the late 1700s, the dietary value of the potato had been discovered, and the monarchs of Europe ordered the vegetable to be widely planted.

*Complete the sentence with the correct ending*

**1** European monarchs encouraged potato growing

**List of endings**

**A** because they couldn't pay the rent on their farms.
**B** because potatoes were their main source of food.
**C** because they needed the profits to pay the rent.
**D** because they weren't well-managed.
**E** because it was discovered that potatoes are full of nutrients.

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**IELTS Reading Tasks (Example 2)** **Sentence endings**

▶ **A Global Waning:**

Up to 50% of animal and plant species on the planet, beginning with those living in fragile environments such as coral reefs, tropical rainforest and alpine tundra, will become extinct. Climate change will eventually affect every ecosystem on the planet as temperatures increase, rainforest is destroyed and sea levels rise, leading to flooding and drought. The impact on ecosystems will be so dramatic that they will never recover from the damage caused by rising temperatures. Does all this sound too depressing even to contemplate? Well, don't despair: if you are optimistic by nature, there are two approaches to tackling the problem of global warming you could take.

The first approach is to begin to act locally to do your bit to reduce CO2 emissions and minimise pollution, at the same time hoping that governments will listen to the recommendations of the Stern Review, which, while recognising the seriousness of the threat, clearly indicates that if action is taken now, the right balance between economic growth and environmental conservation may be achieved. The Report is significant, both in its scope and its depth, and it does offer a positive outcome that allows economic growth to continue—so perhaps this will convince governments to take the action necessary to save the planet from environmental and economic disaster.

The second approach you could take, if you wish to remain optimistic, is to disregard the warnings of Al Gore, the Stern Review team and other like-minded harbingers of doom, and instead opt for the much more positive and less dramatic stance taken by a very different group of scientists and economists. With its nominal leader the Danish economist, Bjorn Lomborg, the Omgivelse group believes that many of the predictions of the environmentalists are hugely exaggerated. Like Stern, Lomborg takes a pragmatic economic approach to the environmental situation and argues for investment in environmental research and development, rather than 'quick-fix' measures that would not, he claims, solve the problem. 'With significantly less investment than that recommended in the Kyoto Accord or by the Stern Review Report, Lomborg believes **Example** the planet can be saved.

*Complete each of the following statements, 1-3 with the best ending, A - H, from the list of endings below.*

*Write the correct letters, A - H, next to Questions I3 —I 5.*

*Example Answer*

Lomborg believes that we can **E**

**1** The Stern Review points out that it is not too late

**2** More optimistic commentators like Bjorn Lomborg believe that politicians and scientists need

**3** Bjorn Lomborg argues that short-term measures will not help

**List of endings**

**A** to sign international environmental treaties.

**B** to strike the balance between economy and environment.

**C** to take personal responsibility for reducing CO2 emissions.

**D** to stop exaggerating the issue.

**E** save the planet.

**F** to find a solution to the problem.

**G** the issue of global warming.

**H** the problem of water pollution.

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## Tips & Techniques — Paragraph (Matching) headings

### Sample Task:

**List of headings**

- **i** How it affects us
- **ii** A global problem
- **iii** Recent changes in Europe
- **iv** Artificial causes of acid rain
- **v** Metals in acid rain
- **vi** International reactions
- **vii** The indirect dangers
- **viii** First signs
- **ix** Acid rain in Asia
- **x** Effects of the natural environment

**9** Paragraph **A** **10** Paragraph **B** **11** Paragraph **C** **12** Paragraph **D** **13** Paragraph **E** **14** Paragraph **F** **15** Paragraph **G**

▶ **Tip 1:** This task requires you to select the most suitable headings for the paragraphs of the reading passage.

▶ **Tip 2:** Matching headings questions are always placed before the passage on the question paper.

▶ **Tip 3:** When matching headings to paragraphs, be careful as there are more options than there are paragraphs. These extra headings are designed to confuse you, often referring to only specific details within a paragraph rather than the main ideas of the whole passage.

▶ **Tip 4:** Each heading will only match one paragraph.

▶ **Tip 5:** You only need to write the correct number (Roman numerals) , i,ii,iii,iv,v,vi,vii,viii,ix etc. Don't waste time copying out the headings.

▶ **Tip 6:** Look at the example, if there is one. Don't just cross it out. It may be the introduction, which organises the other headings.

▶ **Tip 7:** Learn to recognise paragraph structure. This often involves spotting the relationship between the main ideas and supporting ideas in a paragraph. Paragraphs are most frequently descending, i.e. they begin with the main idea somewhere near the start and develop from there, although some, frequently the first and last paragraphs of a text, are ascending – the main idea is located towards the end. This can be particularly helpful when matching headings to paragraphs.

▶ **Tip 8:** When matching paragraph headings you have to choose the heading which best summarises the main idea of the paragraph. This task requires you to decide what the main topic or point of each paragraph is. This task tests your ability to understand general information. In most cases, your decision should be based on the first sentence (topic sentence) or the last sentence (concluding sentence) of the paragraphs.

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▶ **Tip 9:** An option may refer to something that is mentioned in a certain paragraph of the text, but it may not be the correct answer because it is not the main point or topic of that paragraph. The right heading rightly covers the entire paragraph while the 'distractors' do not correspond to any of the paragraphs in the reading passage or cover only a part of the paragraph hence they are not the main idea of the whole paragraph. Remember you must stick to the main idea of the whole paragraph and not be distracted by the examples, explanations etc.

▶ **Tip 10:** Although the first sentence of a paragraph is usually the topic sentence, look for more details to make sure you have understood the main points of the paragraph, which will be reflected in the heading.

▶ **Tip 11:** Be aware of 'word spotting'. Do not choose a heading as your answer simply because it contains a word that also appears in a particular paragraph of the text. You need to focus on the whole idea of each paragraph.

▶ **Tip 12:** Always do exercises with headings first, as the headings summarise the text. They help you scan the answers to the other questions.

▶ **Tip 13:** Look always for the most general heading. This may be the first paragraph or the conclusion.

▶ **Tip 14:** In this task, organising words like plural countable words are common, e.g.

*causes, reasons , advantages, drawbacks , difficulties, responses, problems, effects solutions, factors, dangers*

Learn to recognise how these are expressed in a text. Be aware of similar words.

### ▶▶ Task approach:

- Study the example and cross it off the list of headings.
- Read the headings before you read the text so you know what to focus on. Identify keywords in the headings, or alternatively, skim the paragraphs.
- Read each paragraph carefully; noting the main idea or theme. Rephrase the main idea of the paragraph in your mind; make your own heading in a couple of words. Don't be distracted by details.
- When you find the general theme or focus of the paragraph, stop skimming and match quickly.
- Go on to the next paragraph and do the same (Lightly cross out headings as you choose them).
- Check your answers by re-reading the paragraph and ensuring the heading is a logical summary.

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## IELTS Reading Tasks (Example 1) — Paragraph headings

**List of Headings**

**i** A fresh and important long-term goal
**ii** Charging for roads and improving other transport methods
**iii** Changes affecting the distances goods may be transported
**iv** Taking all the steps necessary to change transport patterns
**v** The environmental costs of road transport
**vi** The escalating cost of rail transport
**vii** The need to achieve transport rebalance
**viii** The rapid growth of private transport
**ix** Plans to develop major road networks
**x** Restricting road use through charging policies alone
**xi** Transport trends in countries awaiting EU admission

| | |
|---|---|
| **1** | Paragraph **A** |
| **2** | Paragraph **B** |
| **3** | Paragraph **C** |
| **4** | Paragraph **D** |
| **5** | Paragraph **E** |
| **6** | Paragraph **G** |
| **7** | Paragraph **H** |
| **8** | Paragraph **I** |

▶ **EUROPEAN TRANSPORT SYSTEMS 1990-2010**: *What have been the trends and what are the prospects for European transport systems?*

**A** It is difficult to conceive of vigorous economic growth without an efficient transport system. Although modern information technologies can reduce the demand for physical transport by facilitating teleworking and teleservices, the requirement for transport continues to increase. There are two key factors behind this trend. For passenger transport, the determining factor is the spectacular growth in car use. The number of cars on European Union (EU) roads saw an increase of three million cars each year from 1990 to 2010, and in the next decade the EU will see a further substantial increase in its fleet.

**B** As far as goods transport is concerned, growth is due to a large extent to changes in the European economy and its system of production. In the last 20 years, as internal frontiers have been abolished, the EU has moved from a 'stock' economy to a 'flow' economy. This phenomenon has been emphasised by the relocation of some industries, particularly those which are labor-intensive, to reduce production costs, even though the production site is hundreds or even thousands of kilometres away from the final assembly plant or away from users.

**C** The strong economic growth expected in countries which are candidates for entry to the EU will also increase transport flows, in particular road haulage traffic. In 1998, some of these countries already exported more than twice their 1990 volumes and imported more than five times their 1990 volumes. And although many candidate countries inherited a transport system which encourages rail, the distribution between modes has tipped sharply in favour of road transport since the 1990s. Between 1990 and 1998, road haulage increased by 19.4%, while during the same period rail haulage decreased by 43.5%, although – and this could benefit the enlarged EU – it is still on average at a much higher level than in existing member states.

**D** However, a new imperative-sustainable development – offers an opportunity for adapting the EU's common transport policy. This objective, agreed by the Gothenburg European Council, has to be achieved by integrating environmental considerations into Community policies, and shifting the balance between modes of transport lies at the heart of its strategy. The ambitious objective can only be fully achieved by 2020, but proposed measures are nonetheless a first essential step towards sustainable transport system which will ideally be in place in 30 years" time, that is by 2040.

**E** In 1998, energy consumption in the transport sector was to blame for 28% of emissions of CO2 the leading greenhouse gas. According to the latest estimates, if nothing is done to reverse the traffic growth trend, CO2 emissions from transport can be expected to increase by around 50% to 1,113 billion tonnes by 2020, compared with the 739 billion tonnes recorded in 1990. Once again, road transport is the main culprit since it alone accounts for 84% of the CO2 emissions attributable to transport. Using alternative fuels and improving energy efficiency is thus both an ecological necessity and a technological challenge.

**F** At the same time greater efforts must be made to achieve a modal shift. Such a change cannot be achieved overnight, all the less so after over half a century of constant deterioration in favour of road. This has reached such a pitch that today rail freight services are facing marginalisation, with just 8% of market share, and with international goods trains struggling along at an average speed of 18km/h. Three possible options have emerged.

**G** The first approach would consist of focusing on road transport solely through pricing. This option would not be accompanied by complementary measures in the other modes of transport. In the short term it might curb the growth in road transport through the better loading ratio of goods vehicles and occupancy rates of passenger vehicles expected as a result of the increase in the price of transport. However, the lack of measures available to revitalise other modes of transport would make it impossible for more sustainable modes of transport to take up the baton.

**H** The second approach also concentrates on road transport pricing but is accompanied by measures to increase the efficiency of the other modes (better quality of services, logistics, technology) . However, this approach does not include investment in new infrastructure, nor does it guarantee better regional cohesion. It could help to achieve greater uncoupling than the first approach, but road transport would keep the lion's share of the market and continue to concentrate on saturated arteries, despite being the most polluting of the modes. It is therefore not enough to guarantee the necessary shift of the balance.

**I** The third approach, which is not new, comprises a series of measures ranging from pricing to revitalising alternative modes of transport and targeting investment in the trans-European network. This integrated approach would allow the market shares of the other modes to return to their 1998 levels and thus make a shift of balance. It is far more ambitious than it looks, bearing in mind the historical imbalance in favour of roads for the last fifty years, but would achieve a marked break in the link between road transport growth and economic growth, without placing restrictions on the mobility of people and goods.

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## Tips & Techniques — Paragraph matching

**Sample Task:**

***Questions 1-9***

*The reading passage has eight sections **A-H**. Which sections contain the following Information?*

**1** The significance of establishing the relationship between different species.

**2** The different habitats where hedgehogs can be found.

**3** The reason why standard forms of measurement cannot be used for the hedgehog.

**4** A problem associated with hedgehogs kept as pets.

**5** Two reasons why hedgehogs are popular with people in the UK.

**6** Four findings from the latest research into hedgehogs .

**7** The social habits of the hedgehog..

**8** The number of hedgehog species already identified.

**9** The name given to baby hedgehogs.

▶ **Tip 1:** For this task, the passage is divided into sections. You must identify which section contains specific pieces of information.

▶ **Tip 2:** The options are expressed as ideas, and will frequently require you to identify evidence, a suggestion, a comparison, an explanation and so on.

▶ **Tip 3:** Sometimes, the same section will be the answer to more than one question. The instructions will tell you when you can use a letter more than once. It is also possible that a section will not be the answer to any of the questions, though the instructions will not tell you this. Don't worry that you have not chosen a section as one of your answers.

▶ **Tip 4:** Key words that appear in questions will often appear in a number of sections but only one section will contain the precise information you require.

▶ **Tip 5:** Don't choose an answer simply because that option contains words from the passage.

▶ **Tip 6:** The answers do not come in order.

### ▶▶ Task approach:

- Read through the statements and underline the key words.
- Skim and scan the text, focusing on relevant information. Use the key words in the questions to decide which section might contain the related information.
- Apply the same approach for other statements. (It is suggested to start with the easiest questions first).

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**IELTS Reading Tasks (Example 1)** **Paragraph matching**

**▶ Last man standing**

*Some 50,000 years ago, Homo sapiens beat other hominids to become the only surviving species. Kate Ravilious reveals how we did it.*

**A** Today, there are over seven billion people living on Earth. No other species has exerted as much influence over the planet as us. But turn the clock back 80,000 years and we were one of a number of species roaming the Earth. Our own species, Homo sapiens (Latin for 'wise man'), was most successful in Africa. In western Eurasia, the Neanderthals dominated, while Homo erectus may have lived in Indonesia. Meanwhile, an unusual finger bone and tooth, discovered in Denisova cave in Siberia in 2008, have led scientists to believe that yet another human population - the Denisovans - may also have been widespread across Asia. Somewhere along the line, these other human species died out, leaving Homo sapiens as the sole survivor. So what made us the winners in the battle for survival?

**B** Some 74.000 years ago, the Toba 'supervolcano' on the Indonesian island of Sumatra erupted. The scale of the event was so great that ash from the eruption was flung as far as eastern India, more than 2,000 kilometres away. Oxford archaeologist Mike Petraglia and his team have uncovered thousands of stone tools buried underneath the Toba ash. The mix of hand axes and spear tips have led Petraglia to speculate that Homo sapiens and Homo erectus were both living in eastern India prior to the Toba eruption. Based on careful examination of the tools and dating of the sediment layers where they were found. Petraglia and his team suggest that Homo sapiens arrived in eastern India around 78.000 years ago, migrating out of Africa and across Arabia during a favourable climate period. After their arrival, the simple tools belonging to Homo erectus seemed to lessen in number and eventually disappear completely. 'We think that Homo sapiens had a more efficient hunting technology, which could have given them the edge.' says Petraglia. 'Whether the eruption of Toba also played a role in the extinction of the Homo erectus-like species is unclear to us.'

**C** Some 45.000 years later, another fight for survival took place. This time, the location was Europe and the protagonists were another species, the Neanderthals.

They were a highly successful species that dominated the European landscape for 300.000 years. Yet within just a few thousand years of the arrival of Homo sapiens, their numbers plummeted. They eventually disappeared from the landscape around 30.000 years ago with their last known refuge being southern Iberia, including Gibraltar. Initially, Homo sapiens and Neanderthals lived alongside each other and had no reason to compete. But then Europe's climate swung into a cold, inhospitable, dry phase. 'Neanderthal and Homo sapiens populations had to retreat to refugia (pockets of habitable land). This heightened competition between the two groups,' explains Chris Stringer, anthropologist at the Natural History Museum in London.

**D** Both species were strong and stockier than the average human today, but Neanderthals were particularly robust. 'Their skeletons show that they had broad shoulders and thick necks,' says Stringer. 'Homo sapiens, on the other hand, had longer forearms, which undoubtedly enabled them to throw a spear from some distance, with less danger and using relatively little energy,' explains Stringer. This long-range ability may have given Homo sapiens an advantage in hunting. When it came to keeping warm, Homo sapiens had another skill: weaving and sewing. Archaeologists have uncovered simple needles fashioned from ivory and bone alongside Homo sapiens, dating as far back as 35,000 years ago. 'Using this technology, we could use animal skins to make ourselves tents, warm clothes and fur boots,' says Stringer. In contrast, Neanderthals never seemed to master sewing skills, instead relying on pinning skins together with thorns.

**E** A thirst for exploration provided Homo sapiens with another significant advantage over Neanderthals. Objects such as shell beads and flint tools, discovered many miles from their source, show that our ancestors travelled over large distances, in order to barter and exchange useful materials, and share ideas and knowledge. By contrast, Neanderthals tended to keep themselves to themselves, living in small groups. They misdirected their energies by only gathering resources from their immediate surroundings and perhaps failing to discover new technologies outside their territory.

**F** Some of these differences in behaviour may have emerged because the two species thought in different ways. By comparing skull shapes, archaeologists have shown that Homo sapiens had a more developed temporal lobe - the regions at the side of the brain, associated with listening, language and long-term memory. 'We think that Homo sapiens had a significantly more complex language than Neanderthals and were able to comprehend and discuss concepts such as the distant past and future.' says Stringer. Penny Spikins, an archaeologist at the University of York, has recently suggested that Homo sapiens may also have had a greater diversity of brain types than Neanderthals.

'Our research indicates that high-precision tools, new hunting technologies and the development of symbolic communication may all have come about because they were willing to include people with "different" minds and specialised roles in their society,' she explains. 'We see similar kinds of injuries on male and female Neanderthal skeletons, implying there was no such division of labour,' says Spikins.

**G** Thus by around 30,000 years ago, many talents and traits were well established in Homo sapiens societies but still absent from Neanderthal communities. Stringer thinks that the Neanderthals were just living in the wrong place at the wrong time. 'They had to compete with Homo sapiens during a phase of very unstable climate across Europe. During each rapid climate fluctuation, they may have suffered greater losses of people than Homo sapiens, and thus were slowly worn down,' he says. 'If the climate had remained stable throughout, they might still be here.'

*The reading passage has seven paragraphs,* ***A-G.*** *Which paragraph contains the following information?*

**1** a comparison of a range of physical features of Neanderthals and Homo sapiens

**2** reference to items that were once used for trade

**3** mention of evidence for the existence of a previously unknown human species

**4** mention of the part played by ill fortune in the downfall of Neanderthal society

**5** reference to the final geographical location of Neanderthals

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## Tips & Techniques — Classification

### Sample Task:

**A** *between 1945 and 1950*
**B** *between 1950 and 1980*
**C** *after 1980*

*Write the correct letter, **A**, **B** or **C**, in the boxes 8-11 on your answer sheet.*

**32** the realisation that the resources of the national health systems were limited.
**33** a sharp rise in the cost of health-care
**34** a belief that all the health-care resources the community needed would be produced by economic growth.
**35** an acceptance of the role of the state in guaranteeing the provision of health-care.

▶ **Tip 1:** You decide which category, some statements or features belong to. Categories are identified by letters A, B, C, etc. The statements are usually numbered 1, 2, 3 etc, and candidates are asked to write the correct letter in the relevant box on their answer sheet. This task type requires candidates to classify events, characteristics or other pieces of information in the passage into given categories, For example, events could be classified into historical periods, or characteristics into age groups mentioned in the passage.

▶ **Tip 2:** Neither the categories nor the questions will be presented in the same order in which they occur in the text.

▶ **Tip 3:** A number of questions may be answered with the same letter. Remember that some of A, B, C, etc may be used more than once or not at all.

▶ **Tip 4:** Candidates need to be able to skim and scan the passage in order to locate the required information, and to read for detail. Look out for similar ideas and paraphrases of key words.

▶ **Tip 5:** Pay particular attention to the categories. In this task, locators are extremely important, e.g. *Between 13 and 19 years old*.

▶ **Tip 6:** Make sure that there is something in the text connected with the option you choose. Often, more than one option will have a connection with the statement in the question, but only one option will match it exactly.

▶ **Tip 7:** Don't leave any statements without a letter.

### ▶▶ Task approach:

- Read the statements carefully so you know what information to look for.
- Underline the key words in the statements
- Skim and scan the text, focusing on relevant information. Use the key words in the questions to locate the categories in the passage. Remember that the information could be in several different places. Read carefully once you find the search areas. Decide which category the statement belongs to.
- Check whether the answers can be repeated.

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**IELTS Reading Tasks (Example 1)** **Classification**

▶ **Changes in international Commerce** (How ethics and fair trade can make a difference)

Today, fixing a fair price remains at the centre of international commerce. When we look at the deal from the point of view of the seller, market research must determine the price at which the goods will be sold. This may vary greatly from country to country and people are often surprised to see exactly the same item for sale at two or three times the price it sells for In another country. Taxation and local government controls are sometimes behind this, but often it comes down to the fact that people in poor countries simply cannot afford to pay the same amount of money as those in rich countries These are the things a seller has to bear in mind when preparing a price list for goods in each country.

In most cases, the purpose of setting a suitable price is to sell the maximum number of units. Usually, this is the way to guarantee the biggest profit. One exception is in the selling of luxury or specialist goods. These are often goods for which there is a limited market. Here, slightly different rules apply because the profit margin (the amount of money a producer makes on each item) is much higher... At least, that was the case until relatively recently when, to the great surprise of many, companies started trading without profit as their main objective. Ethical trade began as an attempt to cause as little damage as possible to the producers of raw materials and manufactured goods in poor countries. This movement put pressure on the industry to see to it that working conditions and human rights were not damaged by the need for poorer people to produce goods. In short, it drew to the world's attention the fact that many poor people were being exploited by big businesses in their drive to make more profit.

There have been many examples throughout the developing world where local producers were forced by economic pressure to supply cash crops such as tea, coffee and cotton to major industries These people are frequently not in a position to fix their prices, and are often forced by market conditions to sell for a price too low to support the producers and their community. Worse still, while the agricultural land is given over to cash crops, it robs the local people of the ability to grow their own food. In time, through over-production, the land becomes spent and infertile, leading to poverty, starvation, and sometimes the destruction of the whole community.

*Classify the following as being a result of*

**A** fair trade policies **B** ethical trade policies **C** a country being poor

**1** Manufactured goods are obtainable at a lower price than elsewhere.
**2** Harm to producers of raw materials is minimised.
**3** Human rights are respected.
**4** Land is not used to produce food for the local population.

**IELTS Reading Tasks (Example 2)** **Classification**

▶ **Practical intelligence lends a hand** *(Dr Rajendra Persaud explains how practical intelligence is linked to success)*

This year, record numbers of high school students obtained top grades in their final exams, yet employers complain that young people still lack the basic skills to succeed at work. The only explanation offered is that exams must be getting easier. But the real answer could lie in a study just published by Professor Robert Sternberg, an eminent psychologist at Yale University in the USA and the world's leading expert on intelligence. His research reveals the existence of a totally new variety: practical intelligence. Many people who are clearly successful in their place of work do badly in standard IQ [academic intelligence] tests. Entrepreneurs and those who have built large businesses from scratch are frequently discovered to be high school or college drop-outs. IQ as a concept is more than 100 years old. It was supposed to explain why some people excelled at a wide variety of intellectual tasks.

Emotional intelligence [EQ], which emerged a decade ago, was supposed to explain this deficit. It suggested that to succeed in real life, people needed both emotional as well as intellectual skills.
EQ includes the abilities to motivate yourself and persist in the face of frustrations; to control impulses and delay gratification; to regulate moods and keep distress from swamping the ability to think; and to understand and empathize with others.

Professor Sternberg's group at Yale began from a very different position to traditional researchers into intelligence. Instead of asking what intelligence was and investigating whether it predicted success in life, Professor Sternberg asked what distinguished people who were thriving from those that were not.
Instead of measuring this form of intelligence with mathematical or verbal tests, practical intelligence is scored by answers to real-life dilemmas such as: 'If you were travelling by car and got stranded on a motorway during a blizzard, what would you do?' An important contrast between these questions is that in academic tests there is usually only one answer, whereas in practical intelligence tests — as in real life - there are several different solutions to the problem.

Another area where practical intelligence appears to resolve a previously unexplained paradox is that performance in academic tests usually declines after formal education ends. Yet most older adults contend that their ability to solve practical problems increases over the years.

*Classify the following characteristics as belonging to*

**A** academic intelligence (IQ) tests **B** emotional intelligence (EQ) tests **C** practical intelligence tests

**1** measures skills which are likely to improve with age
**2** assesses people's social skills
**3** measures the ability to deal with real-life difficulties
**4** the oldest of the three tests

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## Tips & Techniques — Matching features

### Sample Task:

***Questions 1-6***

*Look at the following statements and the list of people.*
Match each statement with the correct person.
*Write the correct letter,* ***A—E****, next to questions* ***1-6****.*
***NB*** *You may use any letter more than once.*

**1.** Very old cloth can be preserved by the conditions around it.
**2.** The ability to create things out of cloth had as great an impact on society as the invention of tools.
**3.** Evidence has led to a re-evaluation of where certain materials originated.
**4.** Studying cloth can teach us about the expertise of early peoples.
**5.** We can use very small remnants of cloth to learn about ancient life.
**6.** Archaeologists can get misleading information from objects used for fighting.

**List of people**

**A** Good
**B** Lambert
**C** Jakes
**D** Drooker
**E** Barber
**F** HUOU

▶ **Tip 1:** This task is very similar to classification tasks. The difference is that in this task the options are people or things, whereas in classification tasks the options are categories.

▶ **Tip 2:** There are many possibilities but matching people to statements is the most common. You have to relate information to a number of people, places, theories, etc.

▶ **Tip 3:** You match statements to items in a box. The statements are usually numbered 1,2,3 etc and the items in the box are usually labelled A,B,C, etc. There may not be a matching statement for every item in the box, while you may need to use some items in the box more than once.

▶ **Tip 4:** There may be distractors that do not match any item.

▶ **Tip 5:** Start with the items in the box because the items in the box match the order in which they occur in the text.

▶ **Tip 6:** In this task, the statements are not in the same order as in the text.

▶ **Tip 7:** Sometimes the names are in more than one place.

▶ **Tip 8:** Read all the statements rather than just one at a time. You may then be able to match more than one at a time.

▶ **Tip 9:** Make sure that the options you choose matches precisely what is stated in the text. Sometimes a statement may relate in some way to more than one option, but it will only match one option precisely.

▶ **Tip 10:** Sometimes a matching exercise is to test your *ability to identify and understand* different arguments. It is used particularly when the text presents a number of arguments or theories from different sources.

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▶ **Tip 11:** Check for any opinions that are expressed by that person. Verbs like *'says', 'felts', and 'contends'* are used to express opinions.

▶ **Tip 12:** Pay attention to all 'job titles' mentioned in the passage. These words help you make educated guesses.

**Passage:** Robert Hadler of the National Farmers' Federation (NFF) does not deny that there is a problem, but says that it is illogical to blame farmers.

- Choose the statement which is about *farmers* or *farming*.

**Passage:** Australia is still better off than many other developed countries, says Dean Graetz, an ecologist at the CSIRO, the national research organisation.

- Choose the statement which is about *ecologists* or *ecology*.

**Passage:** Helen Alexander from the National Landcare Council "We started out worrying about not much more than erosion and the replanting of trees but it has grown much more diverse and sophisticated."

- Choose the statement which is about *Landcare* or *related words*.

**Passage:** Steve Morton of the CSIRO Division of Wildlife and Ecology says the real challenge facing conservationists is to convince the 85 per cent of Australians who live in cities that they must foot a large part of the bill.

- Choose the statement which is about *Wildlife* or *Ecology*.

▶ **Tip 13:** It is important to look for reporting words and the words that show 'attitude'.

*think, believe, feel, explain, mention, state, comment, remark, note, maintain, express, utter, voice, put forward, reflect, reveal, propose, indicate, imply, suggest, report, highlight, introduce, clarify, illustrate, stress, emphasise, propound, propose, assert, mean, agree, oppose, promise, appreciate, praise, acknowledge, support, advocate, declare, endorse, admit, claim, concern, argue, contend, complain, disagree, reject, dispute, deny, doubt, refute, dislike, detest etc.*

## ▶▶ Task approach:

- Underline the key words in the statements. Task items are extremely important.
- Skim and scan the text, focusing on relevant information. Use the items in the list to find the right places. Some of the items may appear more than once, so it is important to find them all. Look out for synonyms and parallel expressions. Read carefully once you find the search areas.
- Read down the list of statements to find the correct match. Some of the items in the list may be distractors, and you may not need all of them.
- Repeat this procedure with the next item in the boxed list.

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## IELTS Reading Tasks (Example 1) — Matching features

▶ **Out of Africa: solar energy from the Sahara**

*Vivienne Walt reports on how the Sahara Desert could offer a truly green solution to Europe's energy problems.*

For years, the Sahara has been regarded by many Europeans as a *terra incognito** of little economic value or importance. But this idea may soon change completely. Politicians and scientists on both sides of the Mediterranean are beginning to focus on the Sahara's potential to provide power for Europe in the future. They believe the desert's true value comes from the fact that it is dry and empty. Some areas of the Sahara reach 45 degrees centigrade on many afternoons. It is, in other words, a gigantic natural storehouse of solar energy.

A few years ago, scientists began to calculate just how much energy the Sahara holds. They were astonished at the answer. In theory, a 90,600 the Sahara — smaller than Portugal and a little over 1% of its total area — could yield the same amount of electricity as all the world's power plants combined.

A smaller square of 15,500 square kilometres — about the size of Connecticut — could provide electricity for Europe's 500 million people. 'I admit I was sceptical until I did the calculations myself,' says Michael Pawlyn, director of Exploration Architecture, one of three British environmental companies comprising the Sahara Forest Project, which is testing solar plants in Oman and the United Arab Emirates. Pawlyn calls the - Sahara's potential 'staggering'.

Meanwhile, some companies are getting started. Seville engineering company Abengoa is building one solar- thermal plant in Algeria and another in Morocco, while a third is being built in Egypt by a Spanish—Japanese joint venture. The next step will be to get cables in place. Although the European Parliament has passed a law that aids investors who help the continent reach its goal of getting 20% of its power from renewable energy by 2020, it could take years to create the necessary infrastructure.

Nicholas Dunlop, secretary-general of the London-based NGO e-Parliament, thinks companies should begin transmitting small amounts of solar power as soon as the North African plants begin operating, by linking a few cable lines under the Med. 'I call it the Lego method,' he says. 'Build it piece by piece.' If it can be shown that power from the Sahara can be produced profitably, he says, companies and governments will soon jump in. If they do, perhaps airplane passengers flying across the Sahara will one day count the mirrors and patches of green instead of staring at sand. * *terra incognito* – Latin, meaning 'an unknown land'

*Match each statement with the correct organisation*

**1** They have set a time for achieving an objective.
**2** They believe that successful small-scale projects will demonstrate that larger projects are possible.
**3** They have a number of renewable energy projects under construction.
**4** They are already experimenting with solar- energy installations in other parts of the world.

**List of Organisations:**

| | | | |
|---|---|---|---|
| **A** Exploration Architecture | **C** ABB Power Technologies | **E** Abengoa | **G** e-Parliament |
| **B** DESERTEC | **D** Aerospace Centre | **F** The European Parliament | |

## IELTS Reading Tasks (Example 2) — Matching features

Food production was greatly improved in the nineteenth century, one reason being the development of effective fertilisers. The German chemist Justus von Liebig (1803-1873) added considerably to knowledge of plant nutrition identifying the crucial importance of nitrogen, and the French scientist Jean Baptiste Boussingault (1802-1887) discovered that different kinds of fertilisers required different amounts of nitrogen. However, a business venture by von Liebig failed although the fertiliser he sold was much less expensive than the guano it was intended to replace, crops were unable to absorb it adequately. Von Liebig later developed a manufacturing process for making beef extract cubes, which are still used in kitchens around the world

In Britain, John Bennet Lawes (1814—1900) owned a farm where he experimented with crops and manures: at first he tested the effects of various manures on potted plants and later worked on crops in the field. In 1842 he patented a successful superphosphate, which was the first artificial manure. Lawes made provision for the experimental farm to continue after his death, and it exists to this day.

*Match each statement with the correct scientist*

**1** He showed that nitrogen is essential for plant nutrition.
**2** He demonstrated the need to vary the quantity of nitrogen in fertilisers.
**3** He introduced a fertiliser that saved money but was ineffective.
**4** He invented a method of processing a food for human consumption.
**5** He invented the first synthetic manure.
**6** He set up a research establishment that is still in operation.

**List of Scientists**
**A** Boussingault
**B** Lawes
**C** von Liebig

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## Tips & Techniques — Multiple Choice Questions (MCQs)

**Sample Task:**

- **Type 1**: Where there is **one possible answer**.

*Choose the appropriate letters **A-D**.*

The greatest outcome of the discovery of the reaction principle was that
**A** rockets could be propelled into the air
**B** space travel became a reality
**C** a major problem had been solved
**D** bigger rockets were able to be built

- **Type 2**: Where there are **multiple answers for only one mark**.

***Question 16***

Choose ***TWO*** letters A-E and write them in boxes 16 on your answer sheet.
In which TWO of the following years were laws passed allowing British women to vote?

**A** 1906
**B** 1909
**C** 1914
**D** 1918
**E** 1928

- **Type 3:** Where there are **multiple answers and one mark for each.**

***Questions 9 and 10***

*Choose **TWO** letters **A-E**.*

*Write your answers in boxes 9 and 10 on your answer sheet.*

***NB** Your answers may be given in either order.*

Which TWO of the following factors influencing the design of Bakelite objects are mentioned in the text?

**A** the function which the object would serve
**B** the ease with which the resin could fill the mould
**C** the facility with which the object could be removed from the mould
**D** the limitations of the materials used to manufacture the mould
**E** the fashionable styles of the period

▶ **Tip 1:** Each MCQ includes a 'stem' and a set of selectable 'alternatives'. Of the answers, usually just one is correct (although MCQs can be set up with more than one correct answer).

▶ **Tip 2:** Multiple-choice questions often test your understanding of complex information and opinion. You will need to read a specific part of the text very carefully.

▶ **Tip 3:** Some multiple choice questions focus on the whole reading passage (Global MCQs) - when candidates are asked to choose a suitable title for the passage. These questions usually come at the end.

▶ **Tip 4:** In these tasks, the options follow the same order as the relevant information in the text.

▶ **Tip 5:** Multiple choice questions can be difficult because very often there is no grammatical reason to reject any of the answers.

▶ **Tip 6:** Don't leave any questions unanswered. You will not be penalised for wrong answers, so even if you don't know the answer, write something down.

▶ **Tip 7:** You might be asked about both facts and opinions. Facts are things that are always true or cannot be disproved but opinions are just what people think.

▶ **Tip 8:** When making your choice, think about why the other options are not correct.

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▶ **Tip 9:** Multiple-choice questions are like *True, False, Not Given* questions. One of the alternatives creates a statement, which is True. The other three are either contradictions or Not Given.

▶ **Tip 10:** Group the alternatives. Look for information that the alternatives have in common or that is different.

- The alternatives may all be variations of the same basic detail with one piece of information that is different.
- There may be two alternatives that are similar and two that are very different.
- There may be two alternatives that contradict each other.

▶ **Tip 11:** Remember that if alternatives are the same, neither can be the answer.

**IELTS Reading Tasks (Example 1)** **MCQs**

▶ **A defence of left-handedness**

The general consensus of opinion is that left-handedness is determined by a dominant right cerebral hemisphere controlling the left side of the body, and vice versa. Hereditary factors have been ruled out. So too have earlier theories concerning the need for soldiers to shield their hearts, and the desirability of learning to use Stone Age tools and implements with the hand they were designed for, as well as Plato's idea that it all boiled down to which arm a baby was cradled with. However, the almost universal human preference for dextrality, or right-handedness, remains a mystery.

In determining left-handedness, hereditary factors are generally considered
A as important
**B** as having no impact
C as being a major influence
D as being the prime cause

▶ **Tip 12:** When you have two answer choices that are direct opposites, one of them is usually the correct answer.

▶ **Tip 13:** When answers have similarities and differences, the first thing you can do is to highlight the differences between the options.

The Southern Magnolia tree has

**A** Yellow flowers
**B** White flowers
**C** Red flowers
**D** Orange flowers

In reading only for the word *flower* is obviously not good enough, as all the options include the word. Instead, concentrate on colours. Remember in most questions, parallel expressions may be used to express the same information.

▶ **Tip 14:** Note that an option may be true, but it may not answer the question. For example, if you are asked to select 'problems', an option may refer to something that did happen in the text but was not actually a problem.

▶ **Tip 15:** The different options for the answers include plausible 'distractors'- the wrong answers that only close reading will show to be wrong. These often contain key words from the text, so read carefully! Always be suspicious of alternatives that contain almost the same language as the passage.

**Here are some common types of wrong answers**:

- it says something that may be true but is not mentioned in the text
- it exaggerates what the text says. Watch for qualifiers that make an absolute statement. Be wary of words such as *always, never, none, no one*, and *every*, which may indicate a false response.
- it contradicts what the text says
- it contains words from the text, or words with similar meanings, but about something else.

▶ **Tip 16:** Use the process of elimination, have a guess at a multiple choice question with four possible answers and you have a 25% chance of getting the answer right. Eliminate one of the four answers and your chance of getting the question right jumps to 33%. Eliminate two answers and you now have a 50/50 chance of getting the right answer. Eliminate all of the incorrect answers and you get the question right!

**Process of elimination:** *25% (4 options), 33% (3 options), 50% (2 options) and 100% Answer*!

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▶ **Tip 17:** In *'All of the above' choices,* if you are certain one of the statements is false, don't choose *'All of the above'.*
In *'None of the above' choices*, if you are certain one of the statements is true, don't choose *'None of the above'.*

▶ **Tip 18:** Predict the answer where you can and try to complete the stem yourself. If the stem contains a cause, then you probably want an effect at the end of the sentence.

▶ **Tip 19:** Identify the relationship between the options and the stem (e.g. cause and effect)

▶ **Tip 20:** Language used in the questions will paraphrase language used in the passage. You will often need to read very carefully to identify words and phrases in the passage and in the questions that mean the same thing. Remember to look out for synonyms and paraphrases.

▶ **Tip 21:** The answers may come from one section of the passage or from several paragraphs.

▶ **Tip 22:** The primary key words are chosen from the question and secondary key words are chosen from the options.

▶ **Tip 23:** Focus on content words like nouns, names, verbs, etc, and also words that qualify the part of the sentence. Distinguish between the general topic of the passage and specific scanning words.

▶ **Tip 24:** Words that help qualify the stem help you to match it with an alternative and vice versa. So look for words like *more, usually*, modals like *should, etc* and words that add qualities.

▶ **Tip 25:** Look out for the options are partly true but they do not address the passage completely.

**⚠ If you are *REALLY* stuck and want to answer by chance, consider these points:**

**Extreme words** like *all, none, only, always, never, must, etc* generally make a statement false. (but not always!)

Favour options that contain **non-absolute qualifiers** (*mostly, often, sometimes, usually*). These words are more likely to make a statement correct. . (but not always!)

- For number answers, avoid extremes and favour options in the middle-range.

For example if the options are **A)** 100 **B)**150 **C)** 200, and **D)** 250 then choosing 150 or 200 can be the right choice!

- In a question with an *"All of the above"* choice, if you see that at least two correct statements, then *"All of the above"* is probably the answer.
- Usually the correct answer is the choice with the most information. (but not always!)
- A positive choice is more likely to be true than a negative one. (but not always!)

## ▶▶ Task approach:

- Read the instruction carefully to see how many choices you should make.
- For each question study the stem only, Not A-D as some of these might mislead you and underline the keywords (Any words that you think will be paraphrased).
- Skim and scan the text, focusing on relevant information. Use the key words in the questions to locate the answers in the passage. Look out for synonyms and parallel expressions. Read carefully once you find the search areas.
(Remember that questions will follow the order of the relevant information in the passage).

  *The first set of questions will probably refer to the first part of the text.*
  *The second set of questions will probably refer to the middle parts of the text.*
  *The last set of questions will probably refer to the last part of the text.*

- Read the options as you read the relevant part of the passage carefully. Decide whether the option answers the question or not.
- Identify reasons for dismissing incorrect options. Lightly cross off the options which are contradicted by the passage.

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## IELTS Reading Tasks (Example 2) MCQs

▶ **The development of museums**

The conviction that historical relics provide infallible testimony about the past is rooted in the nineteenth and early twentieth centuries, when science was regarded as objective and value free. As one writer observes: 'Although it is now evident that artefacts are as easily altered as chronicles, public faith in their veracity endures: a tangible relic seems ipso facto real.' Such conviction was, until recently, reflected in museum displays. Museums used to look - and some still do - much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the subtle differences in design, but not for the ordinary visitor, to whom it all looked alike. Similarly, the information accompanying the objects often made little sense to the lay visitor. The content and format of explanations dated back to a time when the museum was the exclusive domain of the scientific researcher.

Compared with today's museums, those of the past
**A** did not present history in a detailed way.
**B** were not primarily intended for the public.
**C** were more clearly organised.
**D** preserved items with greater care.

## IELTS Reading Tasks (Example 3) MCQs

▶ **The development of museums**

Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This development is a response to market forces and, although museums and heritage sites have a special, rather distinct, role to fulfil, they are also operating in a very competitive environment, where visitors make choices on how and where to spend their free time . Heritage and museum experts do not have to invent stories and recreate historical environments to attract their visitors: their assets are already in place. However, exhibits must be both based on artefacts and facts as we know them, and attractively presented. Those who are professionally engaged in the art of interpreting history are thus in a difficult position, as they must steer a narrow course between the demands of 'evidence' and 'attractiveness' , especially given the increasing need in the heritage industry for income-generating activities.

The writer says that in preparing exhibits for museums, experts
**A** should pursue a single objective.
**B** have to do a certain amount of language translation.
**C** should be free from commercial constraints.
**D** have to balance conflicting priorities.

## IELTS Reading Tasks (Example 4) MCQs

▶ **The development of museums**

It could be claimed that in order to make everything in heritage more 'real', historical accuracy must be increasingly altered. For example, Pithecanthropus erectus is depicted in an Indonesian museum with Malay facial features, because this corresponds to public perceptions. Similarly, in the Museum of Natural History in Washington, Neanderthal man is shown making a dominant gesture to his wife. Such presentations tell us more about contemporary perceptions of the world than about our ancestors. There is one compensation, however, for the professionals who make these interpretations: if they did not provide the interpretation, visitors would do it for themselves, based on their own ideas, misconceptions and prejudices. And no matter how exciting the result, it would contain a lot more bias than the presentations provided by experts.

The writer suggests that some museum exhibits
**A** fail to match visitor expectations
**B** Bare based on the false assumptions of professionals.
**C** reveal more about present beliefs than about the past.
**D** allow visitors to make more use of their imagination.

## IELTS Reading Tasks (Example 5) MCQs

▶ **The meaning and power of smell**

The sense of smell, or olfaction, is powerful. Odours affect us on a physical, psychological and social level. For the most part, however, we breathe in the aromas which surround us without being consciously aware of their importance to us. It is only when the faculty of smell is impaired for some reason that we begin to realise the essential role the sense of smell plays in our sense of well-being

According to the introduction, we become aware of the importance of smell when
**A** we discover a new smell.
**B** we experience a powerful smell.
**C** our ability to smell is damaged.
**D** we are surrounded by odours.

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**IELTS Reading Tasks (Example 6)** **MCQs**

▶ **Bulling: from crisis management to prevention**

Bullying is clearly unpleasant, and can make the child experiencing it feel unworthy and depressed. In extreme cases it can even lead to suicide, though this is thankfully rare. Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults, while children who persistently bully are more likely to grow up to be physically violent, and convicted of anti-social offences.

Children who are bullied

**A** are twice as likely to commit suicide as the average person.
**B** find it more difficult to relate to adults.
**C** are less likely to be violent in later life.
**D** may have difficulty forming relationships in later life.

**IELTS Reading Tasks (Example 7)** **MCQs**

▶ **The power of the big screen**

Early cinema audiences often experienced the same confusion. In time, the idea of film became familiar, the magic was accepted -but it never stopped being magic. Film has never lost its unique power to embrace its audiences and transport them to a different world. For Tarkovsky, the key to that magic was the way in which cinema created a dynamic image of the real flow of events. A still picture could only imply the existence of time, while time in a novel passed at the whim of the reader. But in cinema, the real, objective flow of time was captured.

In Tarkovsky's opinion, the attraction of the cinema is that it

**A** aims to impress its audience.
**B** tells stories better than books.
**C** illustrates the passing of time.
**D** describes familiar events.

**IELTS Reading Tasks (Example 8)** **MCQs**

▶ **Bulling: from crisis management to prevention**

Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, Action Against Bullying, circulated to all schools in England and Wales as well as in Scotland in summer 1992, with a second pack, Supporting Schools Against Bullying, produced the following year. In Ireland, Guidelines on Countering Bullying Behaviour in Post-Primary Schools was published in 1993. Third, there is evidence that these materials work, and that schools can achieve something. This comes from carefully conducted 'before and after' evaluations of interventions in schools, monitored by a research team. In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved. The Sheffield investigation, which involved sixteen primary schools and seven secondary schools, found that most schools succeeded in reducing bullying

What were the findings of research carried out in Norway?

**A** Bullying declined by 50% after an anti-bullying campaign.
**B** Twenty-one schools reduced bullying as a result of an anti-bullying campaign.
**C** Two years is the optimum length for an anti-bullying campaign.
**D** Bullying is a less serious problem in Norway than in the UK.

**IELTS Reading Tasks (Example 9)** **MCQs**

▶ **An introduction to film sound**

Though we might think of film as an essentially visual experience, we really cannot afford to underestimate the importance of film sound. A meaningful sound track is often as complicated as the image on the screen, and is ultimately just as much the responsibility of the director. The entire sound track consists of three essential ingredients: the human voice, sound effects and music. These three tracks must be mixed and balanced so as to produce the necessary emphases which in turn create desired effects

The writer makes a point that

**A** the director should plan the sound track at an early stage in filming.
**B** it would be wrong to overlook the contribution of sound to the artistry of films.
**C** the music industry can have a beneficial influence on sound in film.
**D** it is important for those working on the sound in a film to have sole responsibility for it.

**IELTS Reading Tasks (Example 10)** **MCQs**

▶ **Air pollution**

A world-wide rise in allergies, particularly asthma, over the past four decades is now said to be linked with increased air pollution. The lungs and brains of children who grow up in polluted air offer further evidence of its destructive power. The old and ill, however, are the most vulnerable to the acute effects of heavily polluted stagnant air.

Which of the following groups of people are the most severely affected by intense air pollution?

**A** allergy sufferers **B** children **C** the old and ill **D** asthma sufferers

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**IELTS Reading Tasks (Example 11)** **MCQs**

▶ **An introduction to film sound**

Let us start with dialogue. As is the case with stage drama, dialogue serves to tell the story and expresses feelings and motivations of characters as well. Often with film characterization the audience perceives little or no difference between the character and the actor. Thus, for example, the actor Humphrey Bogart is the character Sam Spade; film personality and life personality seem to merge. Perhaps this is because the very texture of a performer's voice supplies an element of character.

One reason that the writer refers to Humphrey Bogart is to exemplify

**A** the importance of the actor and the character appearing to have similar personalities.
**B** the audience's wish that actors are visually appropriate for their roles.
**C** the value of the actor having had similar feelings to the character.
**D** the audience's preference for dialogue to be as authentic as possible.

**IELTS Reading Tasks (Example 12)** **MCQs**

▶ **An introduction to film sound**

For example, the 'click' of a door being opened may simply serve to convince the audience that the image portrayed is real, and the audience may only subconsciously note the expected sound. However, if the 'click' of an opening door is part of an ominous action such as a burglary, the sound mixer may call attention to the 'click' with an increase in volume; this helps to engage the audience in a moment of suspense.

The writer refers to the 'click' of a door to make the point that realistic sounds.

**A** are often used to give the audience a false impression of events in the film.
**B** may be interpreted in different ways by different members of the audience.
**C** may be modified in order to manipulate the audience's response to the film.
**D** tend to be more significant in films presenting realistic situations.

**IELTS Reading Tasks (Example 13)** **MCQs**

▶ **The psychology of innovation**

Cialdini believes that this 'follow-the-leader syndrome, is dangerous, not least because it encourages bosses to go it alone. 'It's been scientifically proven that three people will be better than one at solving problems, even if that one person is the smartest person in the field.

'To prove his point, Cialdini cites an interview with molecular biologist James Watson. Watson, together with Francis Crick, discovered the structure of DNA, the genetic information carrier of all living organisms. 'When asked how they had cracked the code ahead of an array of highly accomplished rival investigators, he said something that stunned me. He said he and Crick had succeeded because they were aware that they weren't the most intelligent of the scientists pursuing the answer. The smartest scientist was called Rosalind Franklin who, Watson said, 'was so intelligent she rarely sought advice'.

James Watson suggests that he and Francis Crick won the race to discover the DNA code because they

**A** were conscious of their own limitations.
**B** brought complementary skills to their partnership.
**C** were determined to outperform their brighter rivals.
**D** encouraged each other to realise their joint ambition.

**IELTS Reading Tasks (Example 14)** **MCQs**

▶ **Educating psyche**

Educating Psyche by Bernie Neville is a book which looks at radical new approaches to learning, describing the effects of emotion, imagination and the unconscious on learning. One theory discussed in the book is that proposed by George Lozanov, which focuses on the power of suggestion.

The book Educating Psyche is mainly concerned with

**A** the power of suggestion in learning.
**B** a particular technique for learning based on emotions.
**C** the effects of emotion on the imagination and the unconscious.
**D** ways of learning which are not traditional.

**IELTS Reading Tasks (Example 15)** **MCQs**

▶ **How and why does language change?**

The evidence for this kind of process has largely come from sociolinguistic studies of the variations in modern languages. These studies proceed on the assumption that variation in language use, which is found in any community, is evidence of the change in progress in a language. Detailed observations are made of the way in which different kinds of people speak in different social situations. The parameters that demonstrate these differences are known as *linguistic variables*. Examination of the frequency with which different people used a variable led to conclusions about the motivation, direction and rate of change in the language.

What do 'linguistic variables' do?

**A** They show how language is used differently by people
**B** They prove that changes in languages are unpredictable
**C** They record laws about how people should speak
**D** They show which people introduce linguistic change

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**IELTS Reading Tasks (Example 16)** **MCQs**

▶ **The power of the big screen**

Cinema has also given a new lease of life to the idea of the story. When the Lumière Brothers and other pioneers began showing off this new invention, it was by no means obvious how it would be used. All that mattered at first was the wonder of movement. Indeed, some said that, once this novelty had worn off, cinema would fade away. It was no more than a passing gimmick, a fairground attraction.

When cinema first began, people thought that

**A** it would always tell stories.
**B** it should be used in fairgrounds.
**C** its audiences were unappreciative.
**D** its future was uncertain.

**IELTS Reading Tasks (Example 17)** **MCQs**

▶ **The various software tools of research**

Intelligence tests could be classified as aptitude tests since they are sometimes used to predict future performance.

Intelligence tests could come under aptitude tests

**A** because they could be used to forecast future performance
**B** since they are not used very widely
**C** as they can be broken down into different sub-groups
**D** because they are sometimes used to diagnose learning disabilities

**IELTS Reading Tasks (Example 18)** **MCQs**

▶ **The need for bushfires**

The plant communities that grow on the arid sandy soils of the south-western corner of Australia depend of fire for their survival. The land here is so poor in nutrients and in summer so baked by the sun that a forest of tall trees cannot grow. Instead there is a low bush mixed with a scatter of trees, few of which are more than 20 feet high. To botanists, however, it is a wonderland with flowers of great beauty, very few of which have been seen growing in the wild before.

What is unusual about the land in south-western Australia?

**A** It is cut off from the rest of the continent
**B** The soil contains very little nourishments
**C** It has many endangered plants
**D** The soil composition has remained unchanged for many years

**IELTS Reading Tasks (Example 19)** **MCQs**

▶ **Organic food: why?**

Unlike conventional farming, the organic approach means farming with natural, rather than man-made, fertilisers and pesticides. Techniques such as crop rotation improve soil quality and help organic farmers compensate for the absence of man-made chemicals. As a method of food production, organic is, however, inefficient in its use of labour and land; there are severe limits to how much food can be produced. Also, the environmental benefits of not using artificial fertiliser are tiny compared with the amount of carbon dioxide emitted by transporting food (a great deal of Britain's organic produce is shipped in from other countries and transported from shop to home by car).

*Choose TWO letters, A-E*

*Which TWO of the following points does the writer mention in connection with organic farming?*

**A** the occasional use of pesticides
**B** using the same field for different crops
**C** testing soil quality
**D** reducing the number of farm workers
**E** the production of greenhouse gases

**IELTS Reading Tasks (Example 20)** **MCQs**

**Organic food: why?**

The simplistic claim that organic food is more nutritious than conventional food was always likely to be misleading. Food is a natural product, and the health value of different foods will vary for a number of reasons, including freshness, the way the food is cooked, the type of soil it is grown in, the amount of sunlight and rain crops have received, and so on. Likewise, the flavour of a carrot has less to do with whether it was fertilised with manure or something out of a plastic sack than with the variety of carrot and how long ago it was dug up. The differences created by these things are likely to be greater than any differences brought about by using an organic or nonorganic system of production. Indeed, even some 'organic' farms are quite different from one another.

*According to the writer, which **TWO** factors affect the nutritional content of food?*

**A** who prepares the food
**B** the weather conditions during growth
**C** where the food has been stored
**D** when the plants were removed from the earth
**E** the type of farm the food was grown on

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## Strategies, Tips and Techniques (YES/NO), (TRUE/FALSE), NOT GIVEN

▶ **Tip 1: Identifying information:** *TRUE, FALSE, NOT GIVEN* questions focus on 'facts' in the text.

*Do the following statements agree with the information given in the Reading passage?*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**1** Sleep can cure some illnesses.

▶ **Tip 2: Identifying writer's views:** *YES, NO, NOT GIVEN* questions are often about the 'writer's opinions'.

You need to make sure that the options that are given are those of the writer and not opinions of others reported by the writer.

*Do the following statements agree with the views of the writer in the Reading passage?*

***YES*** *if the statement agrees with the views of the writer*
***NO*** *if the statement contradicts the views of the writer*
***NOT GIVEN*** *if it is impossible to say what the writer thinks about this*

**1** There are considerable benefits to our wireless world.

▶ **Tip 3:** Read the instructions carefully and make sure whether it is a *'TRUE, FALSE, NOT GIVEN'* **OR** *'YES, NO, NOT GIVEN'* task.

▶ **Tip 4:** Try to give an answer for all the questions. Make sure you leave no blanks. There is no negative marking for incorrect answers. The probability of choosing the right answer is 1/3.

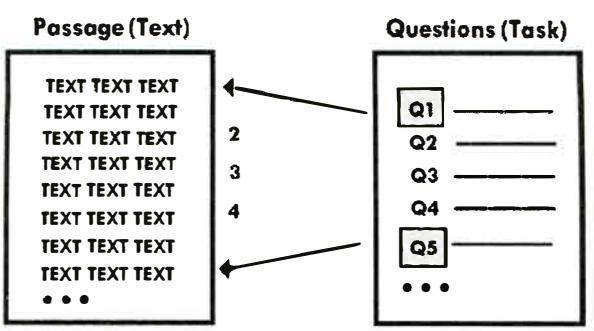
▶ **Tip 5:** If you are really running out of time leave all *TRUE /YES, FALSE /NO, NOT GIVEN* until the end because in the worst-case scenario, you can answer these questions by chance!

▶ **Tip 6:** There will be at least one of all three answers. If you don't have at least one *TRUE /YES, FALSE /NO, NOT GIVEN,* you have at least one answer wrong.

▶ **Tip 7:** Find relevant sections by
- spotting 'locaters' in the passage
- identifying the synonyms (paraphrases) of the key words
- understanding the main idea (theme) of each paragraph

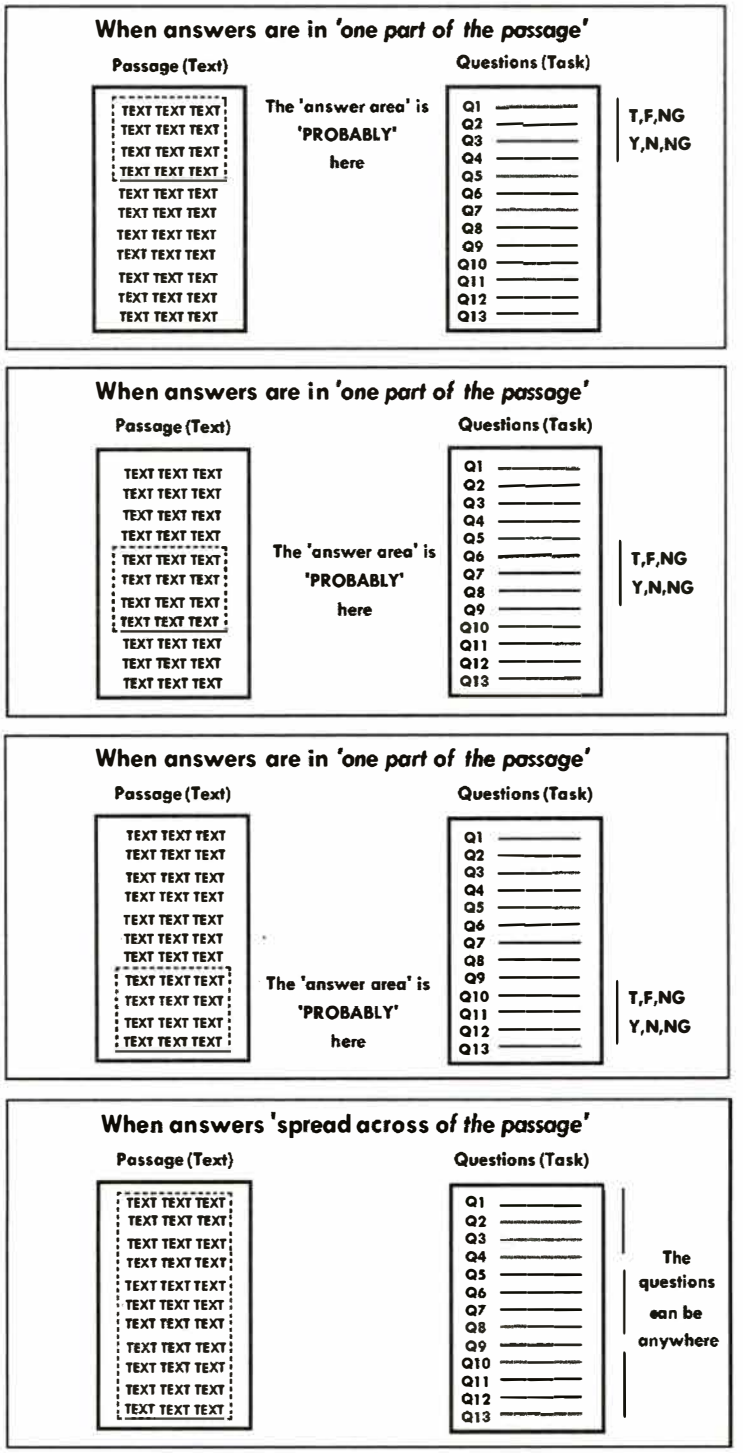
▶ **Tip 8:** The questions almost always follow the order in which the relevant points mentioned in the text. If you can't find answer 16, you know it must be somewhere between 15 and 17.

▶ **Tip 9:** Place the task across the passage; restrict the answer area.
The search area is between the first and last question.




▶ **Tip 10:** The answers of *'TRUE, FALSE, NOT GIVEN'* and *'YES, NO, NOT GIVEN'* may be grouped together 'in one part of the passage' or 'spread across the passage'.

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▸ **Tip 11:** It is necessary to identify the key words in each sentence. Using these words help you locate the information needed for a task.

▸ **Tip 12:** You are unlikely to find exactly the same phrases or words used in the passage. Prepare to look for similar words or expressions to those key words.

**IELTS Reading Tasks (Example 1)** **TRUE, FALSE, NOT GIVEN**

**Passage:** As a roller coaster puts the body through weightlessness, high gravitational forces and acceleration, the brain struggles to make sense of conflicting and changing signals from the senses.
**Question:** The brain has difficulty understanding the messages sent from the senses during rollercoaster rides.
**Answer:** *TRUE*

**IELTS Reading Tasks (Example 2)** **TRUE, FALSE, NOT GIVEN**

**Passage:** This product causes the break-down of excess body fat and will help people shed pounds.
**Question:** This product helps people lose weight by eliminating extra fat in the body.
**Answer:** *TRUE*

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**IELTS Reading Tasks (Example 3)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Symptoms of the flu include fever and nasal congestion.

**Question:** Stuffiness and elevated temperature are signs of the flu.
**Answer:** *TRUE*

**IELTS Reading Tasks (Example 4)** **TRUE, FALSE, NOT GIVEN**

**Passage:** The tornado razed the town.

**Question:** The town was obliterated by the cyclone.
**Answer:** *TRUE*

**IELTS Reading Tasks (Example 5)** **TRUE, FALSE, NOT GIVEN**

**Passage:** The gray clouds were a warning of an approaching storm.

**Question:** The coming storm was foretold by the dark clouds.
**Answer:** *TRUE*

**IELTS Reading Tasks (Example 6)** **TRUE, FALSE, NOT GIVEN**

**Passage:** The still waters of the Caribbean were teal in color.

**Question:** The turquoise Caribbean waters were calm.
**Answer:** *TRUE*

**IELTS Reading Tasks (Example 7)** **TRUE, FALSE, NOT GIVEN**

**Passage:** It was a spacious room with lit candles all over.

**Question:** Candles flickered from many areas of the large room.
**Answer:** *TRUE*

**IELTS Reading Tasks (Example 8)** **YES, NO, NOT GIVEN**

**Passage:** At one level, it should come as no surprise that our state of mind can influence our physiology; anger opens the superficial blood vessels of the face: sadness pumps the tear glands.

**Question:** We know that emotions sometimes have direct physical effects on the body.
**Answer:** *YES*

▶ **Tip 13:** Look for 'controlling words'. Identify any adverbs that qualify the statements.
Look for words that make the sentences restrictive.
If you choose *TRUE*, the whole sentence must agree with the text. Remember, sometimes, the details of the questions do not coincide with those of the passage. In these cases, the answer is usually *FALSE*.

**1- Adverb of Time:** Adverbs of time show the time of happenings, e.g. *then, and now.*
**2- Adverb of Place:** Adverbs of place show the place where something is done or happens in the sentence. It is used generally after the verb, object or end of the sentence, e.g. *under, upstairs.*
**3- Adverb of Manner:** Adverbs of manner show in what manner a particular action is done. An adverb of manner tells us how something is done or happen, e.g. *badly, happily.*
**4- Adverb of Frequency:** Adverb of frequency shows how often something is done or happens in the sentence, e.g. *always, occasionally.*
**5- Adverb of Degree or Quantity:** Adverbs of degree show the level or extent of something is done or happens in the sentence. It is used before the adjective or adverb, e.g. *quite, much.*
**6- Adverb of Comment:** Adverbs of comment can make a comment on entire sentence. This adverb can change and describe the verb as well as influence the whole sentence, e.g. *fortunately, honestly.*
**7- Adverb of Conjunction:** Adverbs of conjunction help us in connecting the ideas or clauses. They show effect, sequence, contrast, cause or other relationships between two clauses in the sentence, e.g. *additionally, conversely.*
**8- Adverb of reason:** Adverbs of reason are used to express the reason for, answer the question or purpose of an action in the sentence, e.g. *therefore, hence.*
**9- Adverb of Number:** Adverbs of number are used to show number of action, e.g. *firstly, secondly.*

**IELTS Reading Tasks (Example 9)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Prices have risen sharply over the last few months.

**Question:** Over the last few months, prices have increased *minimally*.
**Answer:** *FALSE*

▶ **Tip 14:** Be careful with statements that have two parts, connected by words like *'unless'*, or *'although'*. Often both parts of the sentence may individually be true or false, but without a link given between them.

Pay particular attention to the 'turning point words'. *'But, however, yet, on the contrary, whereas, on the other hand, conversely, although, while, albeit, nevertheless, despite, in spite of, even if'.*

**Question:** Most wild animals won't attack *unless* they are provoked.

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▸ **Tip 15:** Always check for any adjective that describes /modifies a noun or pronoun, *cloudy* day

**IELTS Reading Tasks (Example 10)** **TRUE, FALSE, NOT GIVEN**

**Passage:** The museum has a huge collection of African art.
**Question:** There is a *large* exhibit of African art at the museum.
**Answer:** *TRUE*

**IELTS Reading Tasks (Example 11)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Habitation in outer space in huge stations is no longer just a dream, but a reality; the development of space hotels is not far-off.
**Question:** The concept of the habitation of outer space by mankind is *unimaginable*.
**Answer:** *FALSE*

**IELTS Reading Tasks (Example 12)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Australians believe that life should have a balance between work and leisure time. As a consequence, some students may be critical of others who they perceive as doing nothing but study.
**Question:** Students who study all the time may receive *positive* comments from their colleagues.
**Answer:** *FALSE*

**IELTS Reading Tasks (Example 13)** **YES, NO, NOT GIVEN**

**Passage:** The free, accessible nature of free-running means it has the potential to engage groups of young people who are typically unmoved by traditional sports. Basically anyone can practise, anywhere-all you need is a decent pair of trainers, so the financial outlay is negligible. There are no joining fees, no forms to fill in and no rules and regulations.
**Question:** Free-running is an *expensive* activity for participants.
**Answer:** *NO*

**IELTS Reading Tasks (Example 14)** **YES, NO, NOT GIVEN**

**Passage:** In the security industry today, there are two clear divisions and one of these is decidedly more glamorous than the other. The glamorous part deals with digital security, which includes everything from fighting computer viruses and tackling malicious computer hackers to controlling which employees have access to which systems. All of this has overshadowed the less glamorous side of the industry, which deals with physical security – in essence, door locks, alarms and that sort of thing.
**Question:** Designing ways to protect computers from hackers represents the *boring* side of the security industry.
**Answer:** *NO*

▸ **Tip 16:** Always check for comparisons. Consider how things or people are similar or different.

**IELTS Reading Tasks (Example 15)** **YES, NO, NOT GIVEN**

**Passage:** While reading a certain amount of writing is as crucial as it has ever been in industrial societies, it is doubtful whether a fully extended grasp of either is as necessary as it was 30 or 40 years ago.
**Question:** Our literacy skills need to be *as highly developed as* they were in the past.
**Answer:** *NO*

**IELTS Reading Tasks (Example 16)** **YES, NO, NOT GIVEN**

**Passage:** The laboratory studies similarly show less mental stimulation, as measured by brain-wave production, during viewing than during reading.
**Question:** People's brains show *less* activity while watching television than when reading.
**Answer:** *YES*

▸ **Tip 17:** Look for words that are positive, e.g. *agree, agreeable, help, helpful, like, likeable, favour, favourable, believe, believable, approve, approvable, support, supportable, accept, acceptable, etc*

**IELTS Reading Tasks (Example 17)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Australian notions of privacy mean that areas such as financial matters, appearance and relationships are only discussed with close friends. While people may volunteer such information, they may resent someone actually asking them unless the friendship is firmly established. Even then, it is considered very impolite to ask someone what they earn. With older people, it is also rude.
**Question:** It is *acceptable* to discuss financial issues with people you do not know well.
**Answer:** *FALSE*

▸ **Tip 18:** In the reading passages, the answer may be the opposite or negative to words in the question. Recognising negative prefixes and suffixes will help you answer these questions.

Pay particular attention to verbs that contradict or negate a sentence, such as, *disagree, refuse, reject, refine, deny*. Recognising negative prefixes and suffixes will help you answer these questions.

**de**- *demotivate*, **dis**- *discomfort*, **in**- *inadequate*, **il**- *illegal* , **ir**- *irregular*, **im**- *imperfect*, **mis**- *mismanage*, **non**- *non-stop* , **un**-*unhelpful*

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**IELTS Reading Tasks (Example 18)** **TRUE, FALSE, NOT GIVEN**

**Passage:** But most modern humour theorists have settled on some version of Aristotle's belief that jokes are based on a reaction to or resolution of incongruity, when the punchline is either a nonsense or, though appearing silly, has a clever second meaning.
**Question:** Current thinking on humour has largely *ignored* Aristotle's view on the subject.
**Answer:** *FALSE*

▶ **Tip 19:** Check for any words implying '*increase*' or '*decrease*'.

**IELTS Reading Tasks (Example 19)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Physical exercise helps control insulin levels, while ingesting fat combined with sugars and starches can cause surges in insulin levels.
**Question:** Insulin levels *rise sharply* when foods with high levels of starch, sugar and fat are eaten.
**Answer:** *TRUE*

**IELTS Reading Tasks (Exercise 20)** **YES, NO, NOT GIVEN**

**Passage:** But since 1980, the amount of water consumed per person has actually decreased, thanks to a range of new technologies that help to conserve water in homes and industry.
**Question:** Modern technologies have led to a *reduction* in domestic water consumption.
**Answer:** *YES*

▶ **Tip 20:** Make sure that you know the differences in meanings of modal verbs.

*Can, could, may, might, must, should, would, ought to, will, shall*

**IELTS Reading Tasks (Example 21)** **YES, NO, NOT GIVEN**

**Passage:** The very infinity of choice enjoyed by the novelist is a source of anxiety and difficulty. But the novelist does retain absolute control over his text until it is published and received by the audience. He may be advised by his editor to revise his text, but if the writer refused to meet this condition no one would be surprised. It is not unknown for a well-established novelist to deliver his or her manuscript and expect the publisher to print it exactly as written.
**Question:** Novelists *must* agree to the demands of their editors.
**Answer:** *NO*

▶ **Tip 21:** Check for contrast with numbers, e.g. *'a solution*' in the question as opposed to *'a range of solutions*' in the text. Distinguish between general and specific.

**IELTS Reading Tasks (Example 22)** **YES, NO, NOT GIVEN**

**Passage:** Two types of earthworms were used to create a soil structure.
**Question:** There were *three* types of worm used in creating a soil structure.
**Answer:** *NO*

▶ **Tip 22:** Look for words expressing 'reason'; *because, since, as, owing to, in view of , on account of, in (the) light of something, considering, due to, for the sake of, in view of, by virtue of something, thanks to*

▶ **Tip 23:** Identify 'active' and 'passive' forms.

**Active:** the subject is the person or thing that performs the action.
**Passive:** When you do not know who performed the action, or the doer of the action is not important.

**IELTS Reading Tasks (Exercise 23)** **TRUE, FALSE, NOT GIVEN**

**Passage:** The majority of consumers prefer imported cars.
**Question:** Foreign cars are preferred by most customers.
**Answer:** *TRUE*

**IELTS Reading Tasks (Example 24)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Niagara Falls is viewed by thousands of tourists every year.
**Question:** Each year, thousands of people visit Niagara Falls.
**Answer:** *TRUE*

▶ **Tip 24:** Be careful of questions that use 'broad' statements Check the statements that use absolute qualifiers (strong words); *'all, none, always, never, no, none, every, best, worst, only, entirely, invariably'.* Be aware of '100%' words. Extreme statements leave no room for exception. Remember, the ideas in the text cannot be so extreme.

**IELTS Reading Tasks (Example 25)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Most websites are intended to amuse visitors with quality information.
**Question:** *All* website are designed to be entertaining.
**Answer:** *FALSE*

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**IELTS Reading Tasks (Exercise 26)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Acupuncture is a good way to manage many pain conditions related to arthritis, joints and tendinitis.
**Question:** Acupuncture is used to alleviate pain and to treat *all* various physical conditions.
**Answer:** *FALSE*

▶ **Tip 25:** If the statement given as the task contains the words from the text, it may be a trap! Very often test designers make use of the same word as the original text to check candidates' understanding.

**IELTS Reading Tasks (Example 27)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Newton believed that for every action there is an equal and opposite reaction.
**Question:** Newton believed that *action* and *reaction* are created by force.
**Answer:** *NOT GIVEN*

**IELTS Reading Tasks (Example 28)** **YES, NO, NOT GIVEN**

**Passage:** Such road pricing however, can be controversial. When the local government in Cambridge England considered introducing Singaporean techniques, it faced vocal and ultimately successful opposition.
**Question:** Charging drivers for entering certain parts of the city has been *successfully* done in Cambridge England.
**Answer:** *NO*

▶ **Tip 26:** Don't choose *TRUE* just because you believe the statement is true. Don't assume you know the answer from your own general knowledge of the subject. Even if you believe the answer is *TRUE* according to your own knowledge and experience of the world, you must find evidence in the passage.

**Question:** *An electron is a stable negatively charged component of an atom.*
The statement is true as a general fact but you should answer **ACCORDING TO THE PASSAGE.**

▶ **Tip 27:** To choose *TRUE/YES*; the overall meaning is important, not a word-for-word match.

▶ **Tip 28:** Don't *'overthink'* your answer – you could start building long logical sequences that will lead you to the wrong answer!

▶ **Tip 29:** If you can't find the information you are looking for, then it is probably *'NOT GIVEN'*. Don't waste time looking for something that is not there.

▶ **Tip 30:** Distinguish between the two types of words, *'and'*- used to join two words- and *'or'* used to connect different possibilities.

**⚠ If you are *REALLY* stuck and want to answer by chance, consider these points:**

☒ **Extreme words** like *all, none, only, always, never, must, etc* generally make a statement false. (but not always!)

☑ Favour options that contain **non-absolute qualifiers** (*mostly, often, sometimes, usually*). These words are more likely to make a statement correct. (but not always!)

It rarely happens that three options of the same type, to be given consecutively.

*TRUE/YES* is the most frequent answer. (but not always!)

If you are aiming for a very average band score, as a strategy, you might choose all of them as *TRUE/YES* and spend your time on other questions! ⚠ **THINK ABOUT IT. MAKE SURE IF IT WORKS** ⚠

- *NOT GIVEN* is the least frequent answer. (but not always!)
- An obvious fact tends be either *TRUE or NOT GIVEN*

*The Pacific Ocean is the largest water mass on the planet. TRUE* (When stated in the text)

*The Pacific Ocean is the largest water mass on the planet. NOT GIVEN (*Although true, not stated in the text)

## ▶▶ Task approach:

- Look closely at each question one by one. Underline the key words that you can scan for in the passage. (Take note of comparisons *(more than, bigger, etc)* or qualifying expressions *(a lot, many, little, most, some, much, slightly, never, sometimes, often, etc)*. Try to understand what the whole sentence means.
- Skim and scan the text, focusing on relevant information. Use the key words in the questions to locate the answers in the passage. Look out for synonyms and parallel expressions. Read carefully once you find the search areas.
- Read the question again and compare with the information given in the passage.

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**IELTS Reading Tasks (Exercise 29)** **TRUE, FALSE, NOT GIVEN**

**Passage:** More than most other hobbies, collecting can be totally engrossing, and can give a strong sense of personal fulfilment.

**Question:** Collecting gives a feeling that other hobbies are unlikely to inspire.

**Answer:** .....

**IELTS Reading Tasks (Example 30)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Massive floods, long droughts, hurricanes and severe monsoons take their toll each year, destroying millions of tons of valuable crops.

**Question:** Some damage to food crops is caused by climate change.

**Answer:** .....

**IELTS Reading Tasks (Example 31)** **TRUE, FALSE, NOT GIVEN**

**Passage:** because of problems of definition, which directly affect statistical measurement, it is not possible with any degree of certainty to provide precise, valid or reliable data about the extent of world-wide tourism participation or its economic impact.

**Question:** It is easy to show statistically how tourism affects individual economies.

**Answer:** .....

**IELTS Reading Tasks (Exercise 32)** **TRUE, FALSE, NOT GIVEN**

**Passage:** We may disagree with the 'general', for we doubt if all musicians of genius could have become scientists of genius or vice versa

**Question:** A true genius has general powers capable of excellence in any area.

**Answer:** .....

**IELTS Reading Tasks (Exercise 33)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Understanding how consumers make decisions, and the crucial role of packaging in this process, has been a neglected area of research so far.

**Question:** Little research has been done on the link between packaging and consumers choosing a product.

**Answer**: .....

**IELTS Reading Tasks (Exercise 34)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Home-schooling is a controversial issue surrounded by misgivings, with supporters emphasizing its benefits and detractors pointing to its limitations and risks

**Question:** There is much disagreement about the merits of home-schooling.

**Answer**: .....

**IELTS Reading Tasks (Exercise 35)** **TRUE, FALSE, NOT GIVEN**

**Passage:** The middle of a glacier moves faster than the sides and bottom because there is no rock to cause friction.

**Question:** All parts of the glacier move at the same speed.

**Answer:** .....

**IELTS Reading Tasks (Exercise 36)** **TRUE, FALSE, NOT GIVEN**

**Passage:** inside an igloo, the temperature may range from minus 7 degrees Celsius to 16 degrees Celsius when warmed by body heat alone.

**Question:** Although relatively warm, the temperature inside an igloo in winter Arctic conditions will never rise above freezing.

**Answer:** .....

**IELTS Reading Tasks (Exercise 37)** **TRUE, FALSE, NOT GIVEN**

**Passage:** City problems thought to be caused mostly by weak and unrepresentative city governments.

**Questions:** Problems in very large cities are mostly due to poor administration.

**Answer**: .....

**IELTS Reading Tasks (Exercise 38)** **TRUE, FALSE, NOT GIVEN**

**Passage:** The extra work required to cultivate Cripps Pink trees is offset by its advantages, which include: vigorous trees; fruit that has tolerance to sunburn; a thin skin that does not crack; flesh that is resistant to browning after being cut and exposed to air; a cold-storage life of up to six months and a retail shelf-life of about four weeks.

**Question:** One advantage of Cripps Pink trees is that they grow well.

**Answer**: .....

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**IELTS Reading Tasks (Exercise 39)** **TRUE, FALSE, NOT GIVEN**

**Passage:** A good place to start is to understand what fingerprints are and how they are created. A fingerprint is the arrangement of skin ridges and furrows on the tips of the fingers. This ridged skin develops fully during foetal development, as the skin cells grow in the mother's womb.

**Question:** The ridges and patterns that make up fingerprints develop before birth.
**Answer:** .....

**IELTS Reading Tasks (Exercise 40)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Indeed, while there are an estimated 400 million bicycles in China, where it has long been the preferred form of transport, rapid economic growth has fuelled an explosive expansion in car ownership.

**Question:** In China, latest economic recession has enabled many people to own a car.
**Answer:** .....

**IELTS Reading Tasks (Example 41)** **TRUE, FALSE, NOT GIVEN**

**Passage:** 'The escalating cost of higher education is causing many to question the value of continuing education beyond high school'.

**Question:** The cost of a college education has remained steady for several years.
**Answer:** .....

**IELTS Reading Tasks (Exercise 42)** **TRUE, FALSE, NOT GIVEN**

**Passage:** the bark of the cork oak has a particular cellular structure - with about 40 million cells per cubic centimetre - that technology has never succeeded in replicating.

**Question:** Scientists have developed a synthetic cork with the same cellular structure as natural cork.
**Answer:** .....

**IELTS Reading Tasks (Exercise 43)** **TRUE, FALSE, NOT GIVEN**

**Passage:** The ancestors of the Inuit people of Greenland are thought to have lived in Siberia- the vast eastern region of modern Russia- until 7,000 or 8,000 years ago. There is evidence that they then travelled by boat into Alaska, setting in the northerly part of North America. From there, some migrated to Greenland around 5,000 years ago, and evidence has been found of their existence around the northern tip of the island.

**Question:** The north of Greenland was the most attractive area of the island for the earliest settlers.
**Answer:** .....

**IELTS Reading Tasks (Exercise 44)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Recent discoveries offer some evidence that black holes have a dramatic influence on things around them, emitting powerful gamma ray bursts, absorbing nearby stars, and both stimulating and hindering the growth of new stars.

**Question:** Black holes can actually help the creation of new stars.
**Answer:** .....

**IELTS Reading Tasks (Exercise 45)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Cork harvesting is a very specialised profession. No mechanical means of stripping cork bark has been invented, so the job is done by teams of highly skilled workers.

**Question:** The only way to remove the bark from cork oak trees is by hand.
**Answer:** .....

**IELTS Reading Tasks (Exercise 46)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Tourism has a profound impact both on the world economy, and because of the educative effect of travel and the effects on employment, on society itself.

**Question:** Tourism has a social impact because it promotes recreation.
**Answer:** .....

**IELTS Reading Tasks (Example 47)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Laughter has always struck people as deeply mysterious, perhaps pointless. The writer Arthur Koestler dubbed it the luxury reflex: 'unique in that it serves no apparent biological purpose'.

**Question:** Arthur Koestler considered laughter biologically important in several ways.
**Answer:** .....

**IELTS Reading Tasks (Example 48)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Plato expressed the idea that humour is simply a delighted feeling of superiority over others.

**Question:** Plato believed humour to be a sign of above-average intelligence.
**Answer:** .....

**IELTS Reading Tasks (Example 49)** **TRUE, FALSE, NOT GIVEN**

**Passage:** A comedian will present a situation followed by an unexpected interpretation that is also apt.

**Question:** Most comedians use personal situations as a source of humour.
**Answer:** .....

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**IELTS Reading Tasks (Example 50)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Kant and Freud felt that joke-telling relies on building up a psychic tension which is safely punctured by the ludicrousness of the punchline.

**Question:** Kant believed that a successful joke involves the controlled release of nervous energy.

**Answer:** .....

**IELTS Reading Tasks (Example 51)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Graeme Ritchie, a computational linguist in Edinburgh, studies the linguistic structure of jokes in order to understand not only humour but language understanding and reasoning in machines.

**Question:** Graeme Ritchie's work links jokes to artificial intelligence.

**Answer:** .....

**IELTS Reading Tasks (Example 52)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Play is a crucial part of development in most young mammals. Rats produce ultrasonic squeaks to prevent their scuffles turning nasty. Chimpanzees have a 'play-face' - a gaping expression accompanied by a panting 'ah, ah' noise.

**Question:** Chimpanzees make particular noises when they are playing.

**Answer:** .....

**IELTS Reading Tasks (Example 53)** **TRUE, FALSE, NOT GIVEN**

**Passage:** The pyramid builders could have used kites to lift massive stones into place.

**Question:** The team decided that it was possible to use kites to raise very heavy stones.

**Answer:** .....

**IELTS Reading Tasks (Example 54)** **TRUE, FALSE, NOT GIVEN**

**Passage:** She angered me with her inappropriate comments, rumor-spreading, and disrespectfulness at the formal dinner table.

**Question:** Her impoliteness, gossiping, and general lack of respect at dinner infuriated me.

**Answer:** .....

**IELTS Reading Tasks (Example 55)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Cork - the thick bark of the cork oak tree (Quercus suber) - is a remarkable material. It is tough, elastic, buoyant, and fire-resistant, and suitable for a wide range of purposes.

**Question:** The cork oak has the thickest bark of any living tree.

**Answer:** .....

**IELTS Reading Tasks (Example 56)** **TRUE, FALSE, NOT GIVEN**

**Passage:** The bark of the cork oak has a particular cellular structure - with about 40 million cells per cubic centimetre - that technology has never succeeded in replicating.

**Question:** Scientists have developed a synthetic cork with the same cellular structure as natural cork.

**Answer:** .....

**IELTS Reading Tasks (Example 57)** **TRUE, FALSE, NOT GIVEN**

**Passage:** If the bark is stripped on a day when it's too cold - or when the air is damp - the tree will be damaged.

**Question:** Cork bark should be stripped in dry atmospheric conditions.

**Answer:** .....

**IELTS Reading Tasks (Example 58)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Cork harvesting is a very specialised profession. No mechanical means of stripping cork bark has been invented, so the job is done by teams of highly skilled workers.

**Question:** The only way to remove the bark from cork oak trees is by hand.

**Answer:** .....

**IELTS Reading Tasks (Example 59)** **TRUE, FALSE, NOT GIVEN**

**Passage:** The pyramids of Egypt were built more than three thousand years ago, and no one knows how. The conventional picture is that tens of thousands of slaves dragged stones on sledges.

**Question:** It is generally believed that large numbers of people were needed to build the pyramids.

**Answer:** .....

**IELTS Reading Tasks (Example 60)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Sometimes, a gift of the product isn't an appropriate form of compensation, so money powers the deal. Someone from a manufacture's marketing team hears about a movie project, and approaches the set dresser with a financially attractive proposal. They come to an agreement, and the product makes a number of seemingly casual appearances. Both teams are happy.

**Question:** Film makers would rather be paid than receive goods.

**Answer:** .....

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**IELTS Reading Tasks (Example 61)** **TRUE, FALSE, NOT GIVEN**

**Passage:** More than most other hobbies, collecting can be totally engrossing, and can give a strong sense of personal fulfilment.
**Question:** Collecting gives a feeling that other hobbies are unlikely to inspire.
**Answer:** .....

**IELTS Reading Tasks (Example 62)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Despite popular belief that sleep is one long event, research shows that, in an average night, there are five stages of sleep and four cycles, during which the sequence of stages is repeated.
**Question:** The various stages of sleep occur more than once a night.
**Answer:** .....

**IELTS Reading Tasks (Example 63)** **TRUE, FALSE, NOT GIVEN**

**Passage:** As president, he organised the purchase of a vast tract of land from the French, who were embattled in Europe and strapped for cash. This land, called the Louisiana Territory, doubled the size of America.
**Question:** During Jefferson's presidency, the French bought some American land, greatly reducing the size of the country.
**Answer:** .....

**IELTS Reading Tasks (Example 64)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Global warming is the gradual heating of Earth's surface, oceans and atmosphere. Scientists have documented the rise in average temperatures worldwide since the late 1800s. Earth's average temperature has risen by 1.4 degrees Fahrenheit (0.8 degrees Celsius) over the past century, according to the Environmental Protection Agency (EPA).
**Question:** The consumption of fossil fuels in last few decades has contributed much to the degradation of our environment.
**Answer:** .....

**IELTS Reading Tasks (Example 65)** **TRUE, FALSE, NOT GIVEN**

**Passage:** It's highly likely that you'll see one of the major soft drink companies represented.
**Question:** Certain brands of soft drinks can be seen in many movies.
**Answer:** .....

**IELTS Reading Tasks (Example 66)** **TRUE, FALSE, NOT GIVEN**

**Passage:** Recently, some people have become richer both in developed countries and developing countries because of the economic growth.
**Question:** People are concerned that economic problems may increase the gap between developed and developing countries.
**Answer:** .....

**IELTS Reading Tasks (Example 67)** **TRUE, FALSE, NOT GIVEN**

**Passage:** As less energy is needed to melt recycled glass than to melt down raw materials, this also saves fuel and production costs.
**Question:** It is more expensive to produce recycled glass than to manufacture new glass.
**Answer:** .....

**IELTS Reading Tasks (Example 68)** **TRUE, FALSE, NOT GIVEN**

**Passage:** In a normal electrical system, customers are supplied with a steady electrical current — a predetermined voltage necessary to safely operate all electrical equipment connected to that system. This steady electrical supply is subject to minimal variations — variations that are imperceptible to the consumer and do not normally harm electrical devices.
**Question:** All variations in electrical voltage are potentially damaging, and must be prevented.
**Answer:** .....

**IELTS Reading Tasks (Example 69)** **YES, NO, NOT GIVEN**

**Passage:** Some people have argued that human-induced global warming is beneficial because it averts the next ice age.
**Question:** Global warming is universally believed to be a bad thing for the Earth.
**Answer:** .....

**IELTS Reading Tasks (Exercise 70)** **YES, NO, NOT GIVEN**

**Passage:** It's been scientifically proven that three people will be better than one at solving problems, even if that one person is the smartest person in the field.
**Question:** Teams work best when their members are of equally matched intelligence.
**Answer:** .....

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**IELTS Reading Tasks (Exercise 71)** **YES, NO, NOT GIVEN**

**Passage:** Food production has kept pace with soaring populations mainly because of the expansion of artificial irrigation systems that make possible the growth of 40% of the world's food. Nearly one fifth of all the electricity generated worldwide is produced by turbines spun by the power of falling water.

**Question:** Feeding increasing populations is possible due primarily to improved irrigation systems.
**Answer:** .....

**IELTS Reading Tasks (Exercise 72)** **YES, NO, NOT GIVEN**

**Passage:** In the end the fact remains that pharmaceutical companies have every right to make a profit and will continue to find new ways to increase sales.

**Question:** It is legitimate for drug companies to make money.
**Answer:** .....

**IELTS Reading Tasks (Exercise 73)** **YES, NO, NOT GIVEN**

**Passage:** Besides the physical and biological damage, technology can also have serious mental implications for children. It can be the cause of severe, addictive behaviour.

**Question**: It is possible to become obsessed with technology.
**Answer**: .....

**IELTS Reading Tasks (Exercise 74)** **YES, NO, NOT GIVEN**

**Passage:** But it is worth trying, for to understand the initial shock of those images is to understand the extraordinary power and magic of cinema, the unique, hypnotic quality that has made film the most dynamic, effective art form of the 20th century.
**Question:** It is important to understand how the first audiences reacted to the cinema.
**Answer:** .....

**IELTS Reading Tasks (Exercise 75)** **YES, NO, NOT GIVEN**

**Passage:** As researchers on aging noted recently, no treatment on the market today has been proved to slow human aging. The build-up of molecular and cellular damage that increases vulnerability to infirmity as we grow older.
**Question:** Studies show drugs available today can delay the process of growing old.
**Answer:** .....

**IELTS Reading Tasks (Exercise 76)** **YES, NO, NOT GIVEN**

**Passage:** When an organisation is shrinking, the best and most mobile workers are prone to leave voluntarily. Unfortunately, they are the ones the organisation can least afford to lose - those with the highest skills and experience. The minor employees remain because their job options are limited.
**Question:** A shrinking organisation tends to lose its less skilled employees rather than its more skilled employees.
**Answer:** .....

**IELTS Reading Tasks (Exercise 77)** **YES, NO, NOT GIVEN**

**Passage:** Those findings suggest that caloric restriction could delay aging and increase longevity in humans, too.
**Question:** There is scientific evidence that eating fewer calories may extend human life.
**Answer:** .....

**IELTS Reading Tasks (Exercise 78)** **YES, NO, NOT GIVEN**

**Passage:** Calls can be made and received on mobiles from anywhere and the internet can be accessed without the need for cables. The advantages are enormous, bringing ease and convenience to our lives.
**Question:** There are considerable benefits to our wireless world.
**Answer**: .....

**IELTS Reading Tasks (Exercise 79)** **YES, NO, NOT GIVEN**

**Passage:** As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking.
**Question**: If one partner in a marriage smokes, the other is likely to take up smoking.
**Answer:** .....

**IELTS Reading Tasks (Example 80)** **YES, NO, NOT GIVEN**

**Passage:** A cardinal mistake is to think qualifications make a good teacher. When you're faced with 30 truculent children after lunch on a Friday afternoon, they don't count for much.
**Question:** More difficult behaviour is often seen in pupils towards the end of the school day.
**Answer:** .....

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**IELTS Reading Tasks (Example 81)** **YES, NO, NOT GIVEN**

**Passage:** We predict that preschoolers will both continue and increasingly begin to adopt video games for personal enjoyment.
**Question:** The proportion of preschool children using video games is likely to rise.
**Answer:** .....

**IELTS Reading Tasks (Exercise 82)** **YES, NO, NOT GIVEN**

**Passage:** Transport systems including roads within and between cities need to be constructed or upgraded to create motorways; green fields are turned into airports; virgin forest is stripped to provide food and firewood. In poorer regions, this newly exposed land becomes desert, completing the cycle of destruction.
**Question:** The destruction of land for food and firewood is linked to desertification.
**Answer:** .....

**IELTS Reading Tasks (Exercise 83)** **YES, NO, NOT GIVEN**

**Passage:** The community that focuses its efforts on the exploration of space has largely been different from the community focused on the study and protection of the Earth's environment, despite the fact that both fields of interest involve what might be referred to as 'scientific exploration' .
**Question:** Activities related to environmental protection and space exploration have a common theme.
**Answer:** .....

**IELTS Reading Tasks (Exercise 84)** **YES, NO, NOT GIVEN**

**Passage:** In order to know what kind of Lies work best, successful liars need to accurately assess other people's emotional states. A person able to spot falsehood quickly is unlikely to be swindled by an unscrupulous business associate or hoodwinked by a devious spouse.
**Question:** To be a good liar, one has to understand other people's emotions.
**Answer:** .....

**IELTS Reading Tasks (Example 85)** **YES, NO, NOT GIVEN**

**Passage:** Experience shows that for nations, as for individuals, it is critical to address problems sooner rather than later. Waiting significantly increases the costs and difficulties of addressing these challenges.
**Question:** It would be better to wait a while to see how the situation develops, as fast decisions could create problems in the future.
**Answer:** .....

**IELTS Reading Tasks (Example 86)** **YES, NO, NOT GIVEN**

**Passage:** In our Experience Sampling Method (ESM) studies the longer people sat in front of the set, the less satisfaction they said they obtained from it.
**Question:** Pleasure increases in proportion to the length of time spent watching TV.
**Answer:** .....

**IELTS Reading Tasks (Example 87)** **YES, NO, NOT GIVEN**

**Passage:** The classic net worker is someone who is strong enough within themselves to connect different *people* including close friends with each other.
**Question:** The classic networker is physically strong and generally in good health.
**Answer:** .....

**IELTS Reading Tasks (Example 88)** **YES, NO, NOT GIVEN**

**Passage:** Drawn from the world of business, and in particular of marketing, branding would have been an alien concept to Leonardo da Vinci or Beethoven, or most other self-respecting artists and musicians, and one that the vast majority would have rejected.
**Question:** Beethoven would probably have accepted the idea of branding.
**Answer:** .....

**IELTS Reading Tasks (Example 89)** **YES, NO, NOT GIVEN**

**Passage:** The danger is that this commercialisation of our private world breeds cynicism and emotional attachment: happiness is reduced to no more than having the latest mobile phone.
**Question:** The general public is becoming concerned about the increase in cynicism.
**Answer:** .....

**IELTS Reading Tasks (Example 90)** **YES, NO, NOT GIVEN**

**Passage:** It is also the case that ever-increasing numbers of people make their living out of writing, which is better rewarded than ever before.
**Question:** Professional writers earn relatively more than they used to.
**Answer:** .....

**IELTS Reading Tasks (Example 91)** **YES, NO, NOT GIVEN**

**Passage:** In fact, climate science needs professional help to rebuild its reputation.
**Question:** Climate scientists should take professional advice on regaining public confidence.
**Answer:** .....

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**IELTS Reading Tasks (Example 92)** **YES, NO, NOT GIVEN**

**Passage:** Increasing productivity that results in decreasing costs for such goods has been responsible for the greatest gains in the standard of living, and there is every reason to believe that this will continue.

**Question:** As manufactured goods get cheaper, people will benefit more from them.
**Answer:** .....

**IELTS Reading Tasks (Example 93)** **YES, NO, NOT GIVEN**

**Passage:** Although video games were first developed for adults, they are no longer exclusively reserved for the grown ups in the home. In 2006, Rideout and Hamel reported that as many as 29 percent of preschool children (children between two and six years old) in the United States had played console video games, and 18 percent had played hand-held ones.

**Question:** Video game use amongst preschool children is higher in the US than in other countries.
**Answer:** .....

**IELTS Reading Tasks (Example 94)** **YES, NO, NOT GIVEN**

**Passage:** At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today.

**Question:** The principles of the Ottawa Charter are considered to be out of date in the 1990s.
**Answer:** .....

**IELTS Reading Tasks (Example 95)** **YES, NO, NOT GIVEN**

**Passage:** What is the Tupperware story? The special plastic used in it was invented in 1938 by an American called Earl Tupper. The famous seals, which keep the air out and freshness in, came later.

**Question:** Keeping food fresh is something Tupperware does well.
**Answer:** .....

**IELTS Reading Tasks (Example 96)** **YES, NO, NOT GIVEN**

**Passage:** The computer has re-established a central place for the written word on the screen, which used to be entirely devoted to the image. There is even anecdotal evidence that children are mastering reading and writing in order to get on to the Internet.

**Question:** Computers are having a negative impact on literacy in schools.
**Answer:** .....

**IELTS Reading Tasks (Example 97)** **YES, NO, NOT GIVEN**

**Passage:** Bright or creative children are often physically very active at the same time, and so may receive more parental attention as a result - almost by default - in order to ensure their safety. They may also talk earlier, and this, in turn, breeds parental interest. This can sometimes cause problems with other siblings who may feel jealous even though they themselves may be bright. Their creative talents may be undervalued and so never come to fruition.

**Question:** The brother or sister of a gifted older child may fail to fulfil their own potential.
**Answer:** .....

**IELTS Reading Tasks (Example 98)** **YES, NO, NOT GIVEN**

**Passage:** Mozart himself simply wanted to create the finest music ever written but did not necessarily view himself as a genius - he could write sublime music at will, and so often preferred to lead a hedonistic lifestyle that he found more exciting than writing music to order.

**Question:** Mozart was acutely aware of his own remarkable talent.
**Answer:** .....

**IELTS Reading Tasks (Example 99)** **YES, NO, NOT GIVEN**

**Passage:** Albert Einstein and Bill Gates are two more examples of people whose talents have blossomed by virtue of the times they were living in.

**Question:** Einstein and Gates would have achieved success in any era.
**Answer:** .....

**IELTS Reading Tasks (Example 100)** **YES, NO, NOT GIVEN**

**Passage:** The researchers thought they saw evidence of 'conversation' between the elephants; when the signal to move was given, elephants stood side by side and 'discussed' which route to take. When this long exchange ended, the elephants moved all together in one direction.

**Question:** The study shows that elephants work together in order to make a decision.
**Answer:** .....

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# Reading Activities

- **Highlighted Paragraphs**
- **Classified Tasks**

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| NO | NOTES | NO | NOTES |
|---|---|---|---|
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| Activity 2 | | Activity 52 | |
| Activity 3 | | Activity 53 | |
| Activity 4 | | Activity 54 | |
| Activity 5 | | Activity 55 | |
| Activity 6 | | Activity 56 | |
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| Activity 45 | | Activity 95 | |
| Activity 46 | | Activity 96 | |
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| Activity 48 | | Activity 98 | |
| Activity 49 | | Activity 99 | |
| Activity 50 | | Activity 100 | |

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## IELTS Reading (Activity 1) — Short answer questions

▶ **On shaky ground**

The attempt to understand, measure and predict earthquakes is by no means a modern fascination. Ancient wisdom thought earthquakes were the result of underground winds, while others blamed them fire spirits living deep underground. It was not until the mid-1800s that Robert Mallet, an Irish engineer, concluded that earthquakes were caused by the movement of plates beneath the earth's surface.

It is now scientifically accepted that earthquakes are the result of underground volcanic forces pushing just beneath the surface, building up until a sudden release of pressure causes a movement of the tectonic plates which cover the earth. These movements are known as shock waves and can be classified into two different categories: primary and secondary.

Primary waves, also called compression waves, travel upwards through the earth and through the earth's crust creating the epicentre of a volcano. They are the most powerful waves and the first to register on a seismograph. Secondary waves travel along the earth's crust moving considerably slower than compression waves as they spread the shock-wave energy from the epicentre outwards. There are three types of earthquake: tectonic, volcanic or artificial. Tectonic earthquakes are caused by movements of the earth's plates far below the surface which make up the crust of the earth. As the plates move over a bed of molten lava, the friction they cause can result in massive shock waves, and, as a result, tectonic earthquakes are the most powerful and destructive. Volcanic earthquakes are generally much smaller and less intense and often signal the creation of a volcano. Finally, there are artificial earthquakes caused by underground atomic testing or the building of new reservoirs, although these rarely cause much damage.

Contrary to what is portrayed in many movies, the main reason for injury or death from an earthquake is being struck by falling objects. With an earthquake's ability to collapse buildings, bridges and any other artificial constructions, people in heavily built—up areas such as Tokyo are particularly vulnerable; but there are other effects. Earthquakes can trigger a number of secondary natural disasters such as flooding, fires or landslides, and the effects are just as dangerous.

*Answer the questions below. Choose **NO MORE THREE WORDS** from the passage for each answer.*

**1** Who concluded that earthquakes are the result of the movements of tectonic plates?
**2** How many types of shock waves are there?
**3** Which shock waves are stronger?
**4** What do tectonic plates sit on?
**5** What kind of earthquake is caused by subterranean experiments?

## IELTS Reading (Activity 2) — Short answer questions

▶ **The Andes Mountains:** The Andes create an environment of extreme climate and weather conditions.

The region's climate is influenced by water and air currents that flow north from Antarctica along the Pacific coast. The ocean current, called the Peru Current, brings extremely cold water that is full of food to the surface, supporting a rich supply of fish, birds and sea life. But the cold Peru Current causes clouds to release moisture before they reach land, creating one of the driest deserts in the world along the west coast of South America. The winds, cooled by the Peru Current, then warmed by the coastal plains, do not produce significant amounts of rain until they rise high into the Andes, where rain falls at certain times in the mountain valleys of the western slope.

The Andes Mountains stretch from Colombia to Chile, creating three distinct areas — the costa (coast), the sierra (mountains), and the selva (tropical rainforest). The costa is a strip of land bordered by the Pacific Ocean to the west. One of the driest deserts in the world, it is crossed by many rivers that run down from the mountains and can be used for irrigation. The western slope of the *sierra* is extremely dry.

Although the Andes create extreme weather conditions and make transport difficult, they have hidden advantages that Andean people have learned to use. The difference in altitude between the mountain tops and valley bottoms can be thousands of feet, creating wide differences in temperature and rainfall at different altitudes. This creates a variety of ecological zones which are situated one on top of the other where different types of animals and plants can survive. So, instead of having to travel hundreds of miles to arrive in a different climate, Andean people can walk as little as 60 miles to go from a tropical forest in the lowlands to the frozen highlands. An Andean family group might make its base in the temperate zone located in the highlands, where family members would grow maize beans and garden vegetables.

This system, called a 'vertical economy', has many advantages in the harsh Andean climate. First, it gives a community access to a wide variety of foods and other products. Second, it protects them against the impact of harsh and unpredictable weather conditions — if frost or drought destroy the crop at one place, the community can fall back on the harvest in another. Andean farmers also plant several (sometimes dozens), of varieties of one crop like potatoes in a single field so that at least some plants will survive the season's unpredictable temperature and rainfall.

*Answer the questions below. Choose **NO MORE THREE WORDS** from the passage for each answer.*

**1** What does the extreme weather conditions in the Andes make difficult?
**2** In which area high in the Andes might a family live?

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## IELTS Reading (Activity 3) — Short answer questions

**▶ Dengue: A Fever from a Bite**

Unnoticed, a mosquito lands on the little girl's bare arm. The insect quickly pierces her skin and taps the bloodstream. After a few moments, the mother glances at her daughter and spots the mosquito. With a quick swat, it is gone. Is that the end of it'? Maybe not. The mosquito may be gone, but its brief invasion into the child's bloodstream has left unwanted organisms that are capable of causing disease.

Within two weeks, the child experiences chills, headache, pain behind the eyes, extreme aching in her joints, and a high fever. As the illness progresses, she develops a red rash and becomes completely exhausted. She has contracted Dengue, a fever from a mosquito's bite.

*What is Dengue?* Dengue also called Breakbone Fever, is just one of a number of diseases that can result from a mosquitos bite. The actual cause of disease is a virus. An infected mosquito (that is, a mosquito that has previously bitten an infected human) carries the virus in its salivary glands. In the process of biting a person to get blood, it transfers the virus to the human.

There are four types of Dengue virus. Infection with one type does not provide immunity to the other three types. After one infection, if a victim is bitten by a mosquito carrying another type, the result can be Dengue Haemorrhagic Fever (DHF).

*'Two Fifths of the World's Population' at Risk:* According to the World Health Organisation (WHO), Dengue threatens 2.5 billion people, 'two fifths of the world's population'. *Asiaweek* reported: 'Over 100 tropical and sub-tropical countries have reported Dengue outbreaks, and there are tens of millions of reported cases each year, with 95% of the infected being children".

It is unclear when Dengue was first recognised on the world scene. A report on 'knee fever' in Cairo in 1779 may actually be referring to Dengue. Since that time, Dengue has been reported worldwide. Particularly since World War ll, Dengue has had a significant impact on human health, beginning in Southeast Asia. Multiple types of the virus began to circulate, and this led to the more dangerous haemorrhagic variety. A publication produced by WHO says: The first real outbreak of haemorrhagic fever in Asia was recognised in 'Manila (in 1954. Other countries followed,) notably Thailand, Vietnam, Malaysia, and neighbouring areas. These early outbreaks in Southeast Asia had fatality rates ranging from 10 to 50 percent, but as more was learned about the disease, these rates dropped.

*Answer the following questions. Choose **NO MORE THREE WORDS** from the passage for each answer.*

**1** How long does it take for a patient to experience symptoms?
**2** What is another name for Dengue?
**3** Where was the first outbreak of Asian haemorrhagic fever recognised?

## IELTS Reading (Activity 4) — Short answer questions

**▶ What Do Whales Feel?**

***An examination of the functioning of the senses in cetaceans, the group of mammals comprising whales, dolphins and porpoises***

Some of the senses that we and other terrestrial mammals take for granted are either reduced or absent in cetaceans or fail to function well in water. For example, it appears from their brain structure that toothed species are unable to smell. Baleen species, on the other hand, appear to have some related brain structures but it is not known whether these are functional. It has been speculated that, as the blowholes evolved and migrated to the top of the head, the neural pathways serving sense of smell may have been nearly all sacrificed. Similarly, although at least some cetaceans have taste buds, the nerves serving these have degenerated or are rudimentary.

The sense of touch has sometimes been described as weak too, but this view is probably mistaken. Trainers of captive dolphins and small whales often remark on their animals' responsiveness to being touched or rubbed, and both captive and free-ranging cetacean individuals of all species (particularly adults and calves, or members of the same subgroup) appear to make frequent contact. This contact may help to maintain order within a group, and stroking or touching are part of the courtship ritual in most species. The area around the blowhole is also particularly sensitive and captive animals often object strongly to being touched there. The sense of vision is developed to different degrees in different species. Baleen species studied at close quarters underwater - specifically a grey whale calf in captivity for a year, and free-ranging right whales and humpback whales studied and filmed off Argentina and Hawaii - have obviously tracked objects with vision underwater, and they can apparently see moderately well both in water and in air. However, the position of the eyes so restricts the field of vision in baleen whales that they probably do not have stereoscopic vision.

On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air-water interface as well. And although preliminary experimental evidence suggests that their in-air vision is poor, the accuracy with which dolphins leap high to take small fish out of a trainer's hand provides anecdotal evidence to the contrary.

*Answer the questions below using **NO MORE THAN THREE WORDS** from the passage for each answer.*

**1** Which of the senses is described here as being involved in mating?
**2** Which species swims upside down while eating?
**3** What can bottlenose dolphins follow from under the water?

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## IELTS Reading (Activity 5) — Short answer questions

▶ **Malnutrition and children's learning**

The impact of malnutrition on children's learning is not simply that they are tired and unable to concentrate in class because they have not eaten enough on a given day. Malnutrition in the first 1000days — from the start of a woman's pregnancy until her child's second birthday — has a devastating impact on children's future potential. It restricts their cognitive development, means they are more likely to be sick and miss out on school, and reduces their ability to learn.

This 1000-day window is a critical time for structural brain development. Good maternal nutrition is essential: pregnant or breastfeeding mothers who can't access the right nutrients are more likely to have children with compromised brain development and who suffer from poor cognitive performance. And once the child is born, nutrition continues to play a key role in ensuring the brain develops properly. But the effects of malnutrition on a child's cognitive development and education go beyond the biology of the brain. A child's nutritional status can impact on the experiences and stimulation that children receive. Parents sometimes treat a malnourished boy or girl differently because they are small, and this child is also more likely to miss school and key learning opportunities due to illness.

Investments in the potential of future generations are more important than ever before. With mortality rates falling rapidly but fertility rates declining at a lower rate, developing countries will experience an increase in the size of their working-age population in the next few decades. Many countries will have two people of working age for every dependent. This presents them with a critical window of opportunity to boost economic development, known as the 'demographic dividend'.

The IMF (International Monetary Fund) has predicted that seven of the 10 fastest growing economies in the next five years will be in Africa. Meanwhile, economists have identified the 'Next 11' countries — those that have the potential for stellar economic growth in the next decade. A common theme in each of these countries is the potential provided by their demographic structures.

But to capitalize on the demographic dividend, developing countries must invest now in the health and skills of their future workforce. Investments made now in proven nutrition interventions could increase opportunities for millions of children to become more healthy and productive members of society. The next generation of children in developing countries could fuel improved innovation, prosperity and job creation. *Answer questions 10-13 with words from the text. Write* ***NO MORE THAN THREE WORDS****.*

**1** How can the cognitive development of babies be assured before birth?
**2** What is the main cause of absenteeism from school in underfed children?
**3** What factor most supports the future economic expansion of the 'Next 11' countries?
**4** Who would benefit most immediately from effective nutritional programmes in developing countries'?

## IELTS Reading (Activity 6) — Short answer questions

▶ **Sleep:** In the course of an average lifetime, a person will spend around 70,000 hours or 25 years asleep. Virtually all mammals, reptiles, amphibians and even fish can be said to sleep in one form or another. Yet there is much that is still not understood about the state in which we spend up to a third of our lives.

The question of why we sleep has not been completely answered, and there are differing opinions on the subject. Some scientists have suggested that sleep performs no biological function, and has little purpose beyond being a convenient state in which to spend the hours of darkness. A greater number of scientists, however, believe that sleep has two biological functions. The first is to facilitate various restoration and repair processes within the body. This is believed to occur during a type of sleep known as NREM sleep (non-rapid-eye-movement). The second function is to play a role in complex brain processes such as focusing attention and socialising. This is thought to occur during the other type of sleep: REM sleep (rapid-eye-movement). As the name suggests, in this type of sleep the eye moves rapidly, and it is during these periods that dreams occur.

The amount of sleep required varies with age, and from person to person. In general, babies sleep up to 18 hours a day, while young adults sleep for 6 to 9 hours day. As people age, they tend to need slightly less sleep. At least half of babies' sleep is REM sleep, but this proportion declines to around a quarter in adults. A typical night's sleep consists of cycles of 90 minutes or so, with the final 5 to 30 minutes being REM sleep and the rest being NREM sleep.

Whether they remember them or not, it is probable that all humans have dreams during REM sleep. Research has showed that dreams are more concerned with perceptions (things that are seen, heard etc.) than with thoughts. Almost all dreams include visual experience. Approximately half contain auditory experience, and only a small proportion feature touch, taste and smell. Emotion is a common feature, and when emotions are present, they tend to be in their more extreme forms. External stimuli (such as cold or somebody knocking on a bedroom door) can be incorporated into dreams. Random and chaotic though they often seem, dreams are not without meaning: they express the desires, fears and concerns of the dreamer. There are various schools of psychoanalysis, with differing approaches, but it is widely accepted that there is a division between conscious and unconscious mental processes, and that dreams can offer an insight into the unconscious.

*Answer the questions below. Choose* ***NO MORE THREE WORDS*** *from the passage for each answer.*
**1** What processes probably take place in the body during non-rapid-eye movement (NREM) sleep?
**2** What are dreams principally concerned with?
**3** How do dreams frequently seem?

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## IELTS Reading (Activity 7) — Short answer questions

**▶ The Age of the Digital Native or M-Ager (Mobile-Ager)**

For the vast majority of young people, the digital world is a far from isolating experience. It extends reach and connectivity, building on physical or close relationships as well as providing opportunities to interact and build friendships with people who are not geographically close to them. Young people associate the internet with a strong sense of community and as a place where similar people can meet and share together. It is likely that young people have far wider and more varied support communities than previous generations had.

Young people are often characterised as being visually literate and as having highly developed visual-spatial skills. Indeed, it has been argued that through this age group we are moving toward a more visual right brain-orientated society with an emphasis on 'creators and meaning makers' and that young people represent the vanguard. They are experiential, shift their attention from one task to another with great rapidity, are highly digitally literate (in how they use the media) and are well connected in a social context. Importantly, whilst older groups may judge online against an ideal of face-to-face communication (although this is changing), young people evaluate against a wide range of options including instant message, chat, phone, SMS and face-to-face according to their communication needs. These might range from immediacy, message complexity, mobility to cost, privacy, or embarrassment.

This is a response to both the simple presence and availability of technology and to social and environmental change. In combination it demonstrates how young people use today's tools and communication opportunities to connect to the world and to establish and maintain their identities. Although there is much debate, it should be considered that this virtual communication and connectivity is not necessarily to the detriment of more established physically rooted behaviours. Rather, it represents the degree to which, particularly this group, lives hybrid lives — lives that combine digital access and virtual communication into their physical lives.

*Answer the questions below. Choose **NO MORE THREE WORDS** from the passage for each answer.*

**1** What does the digital world expand for digital natives?
**2** What standard do older people measure online communication against?
**3** How might young people's lives be described nowadays?

## IELTS Reading (Activity 8) — Labelling a diagram

**▶ In praise of fast food**

The media and a multitude of cookbook writers would have us believe that modern, fast, processed food is a disaster, and that it is a mark of sophistication to bemoan the steel roller mill and sliced white bread while yearning for stone-ground flour and a brick oven. Perhaps, we should call those who scorn industrialised food, *culinary Luddites*, after the 19th-century English workers who rebelled against the machines that destroyed their way of life. Instead of technology, what these Luddites abhor is commercial sauces and any synthetic aid to flavouring our food.

Culinary Luddism has come to signify more than just taste, however. It presents itself as a moral and political crusade, and it is here that I begin to back off. As a historian, I cannot accept the notion that the sunny, rural days of yesterday is in such contrast to the grey industrial present. I refute the philosophy that so crudely pits fresh and natural against processed and preserved, local against global, slow against fast and additive-free against contaminated. History shows, I believe, that the Luddites have things back to front.

It will come as a shock to many to discover that the notion of food being fresh and natural is actually a rather modern one. For our ancestors, what was natural frequently tasted bad. Fresh meat was rank and tough, fresh fruit inedibly sour, and fresh vegetables horribly bitter. Natural was unreliable. Fresh milk soured, eggs went rotten and everywhere seasons of plenty were followed by seasons of hunger. What's more, natural was usually indigestible. Grains, which supplied 50 to 90 per cent of the calories in most societies, had to be threshed, ground and cooked to be fit for consumption.

So to make food tasty, safe, digestible, and healthy, our forebears bred, ground, soaked, leached, curdled, fermented, and cooked naturally occurring plants and animals until they were nothing at all like their original form. They created sweet oranges and juicy apples and non-bitter legumes, happily abandoning their more natural but less tasty ancestors. They dried their meat and fruit, salted and smoked their fish, curdled and fermented their dairy products, and cheerfully used additives and preservatives like sugar, salt, oil and vinegar to make food edible.

*Label the diagrams below. Choose **NO MORE THAN THREE WORDS** for each answer*




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## IELTS Reading (Activity 9) Labelling a diagram

▶ **Diver s hunt for ruin s of Pharos lighthouse**

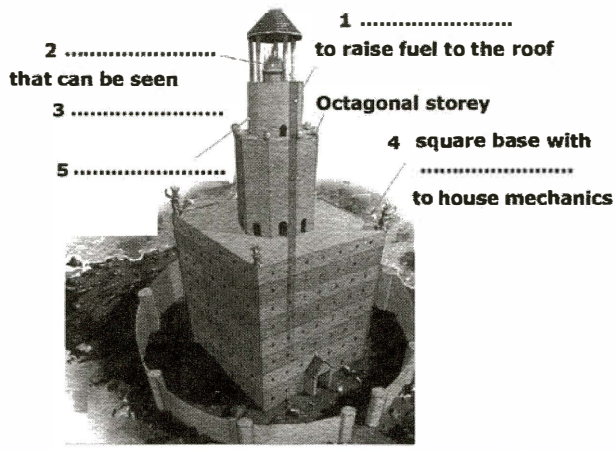
*Underwater archeologists search the waters for Egyptian relics, Christopher Walker writes*

A team of 30 divers is hurriedly searching the Mediterranean for the remains of the mighty Pharos lighthouse, built more than 2,200 years ago and regarded as one of the Seven Wonders of the ancient world.

In addition to Pharos, the joint French and Egyptian expedition is searching for the remnants of Greek temples and statues. The aim of the £300,000 project is to map a 23,920 sq yard area off Egypt's second largest city, founded by Alexander the Great. Under the water is a vast collection of ruins, some of which the 20 French and ten Egyptian divers hope to excavate and salvage. The team is hoping that among the remnants may be the lighthouse, built in 279 BC during the reign of Ptolemy II.

The huge white marble building was the marvel of its day. It was more than 400ft high in a colonnaded court and was equipped with a hydraulic lift to raise fuel to the roof. Its lantern, probably magnified by a reflecting device, could be seen over a radius of 34 miles. Within its square base were up to 300 rooms designed to house mechanics and operators; above were an octagonal storey and a circular storey, topped by a lantern with a beacon, the exact workings of which are still a mystery.

*Label the diagram below which shows the parts of the light house. Use **NO MORE THAN THREE WORDS** for each answer.*




## IELTS Reading (Activity 10) Labelling a diagram

▶ **Snow-makers**

*Skiing is big business nowadays. But what can ski resort owners do if the snow doesn't come?*

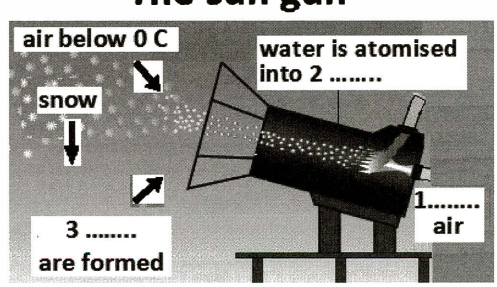
In the early to mid twentieth century, with the growing popularity of skiing, ski slopes became extremely profitable businesses. But ski resort owners were completely dependent on the weather; if it didn't snow, or didn't snow enough, they had to close everything down. Fortunately, a device called the snow gun can now provide snow whenever it is needed. These days such machines are standard equipment in the vast majority of ski resorts around the world, making it possible for many resorts to stay open four months or more a year.

Snow formed by natural weather systems comes from water vapour in the atmosphere. The water vapour condenses into droplets, forming clouds. If the temperature is sufficiently low, the water droplets freeze into tiny ice crystals. More water particles then condense onto the crystal and join with it to form a snowflake. As the snow flake grows heavier, it falls towards the Earth.

The snow gun works very differently from a natural weather system, but it accomplishes exactly the same thing. The device basically works by combining water and air. Two different hoses are attached to the gun, one leading from a water pumping station which pumps water up from a lake or reservoir, and the other leading from an air compressor. When the compressed air passes through the hose into the gun, it atomises the water—that is, it disrupts the stream so that the water splits up into tiny droplets. The droplets are then blown out of the gun and if the outside temperature is below 0°C, ice crystals will form, and will then make snowflakes in the same way as natural snow.

*Label the diagram below. Choose NO **MORE THAN TWO WORDS** from the passage for each answer.*

**The sun gun**




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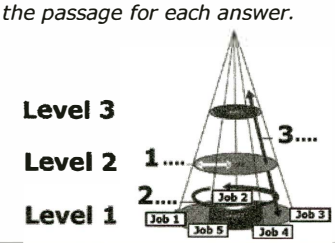
## IELTS Reading (Activity 11) Labelling a diagram

▶ **The changing nature of careers:** As time marches on, the nature of people's jobs changes and the characteristics of organisations change — and as a result, so too do people's careers. According to Schein, these changes can be characterised as developments along three basic dimensions summarised in his *career cone*. First, careers often involve vertical movement - that is, promotions up an organisational hierarchy (such as from assistant manager to manager). Naturally, different people working in different settings experience vertical movement at tremendously different rates. Not only may people be prepared for advancement at different times, but also organisations may have different opportunities for promotion. In today's organisations, in which layers of management are being reduced all the time, there are fewer rungs in the organisational ladder, making opportunities for vertical movement more limited than they used to be.

Second, careers often involve horizontal movement. This reflects changes in specific job functions, or sometimes, in major fields or specialties. For example, individuals who start out in marketing may move into the related field of sales. In recent years, growing numbers of people have been willing to make such horizontal moves, even though doing so may involve a considerable amount of retraining.
This trend may result from several sources, such as people's needs to seek fulfilment by doing different kinds of work, or by their belief that they might sooner be able to make a vertical movement by first moving horizontally into a field with greater opportunities for advancement.

Finally, careers also involve what Schein terms radial movement -shifts toward or away from the inner circle of management in an organisation, the base of power. Such movement often follows vertical movement (i.e. promotion), but not always. For example, a manager of engineering operations for a television network, who works at its headquarters, may be promoted to the vice president at one of the network's local affiliates. The promotion in this case is real, but the individual is now farther away from the organisation's inner circle of power than before.

*Label Schein's career cone to show the three basic types of movement involved in career change.*
*Choose NO **MORE THAN TWO WORDS** from the passage for each answer.*




## IELTS Reading (Activity 12) Labelling a diagram

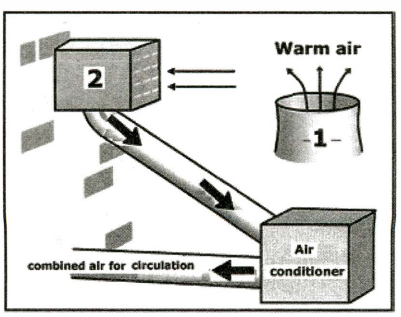
▶ **The Dangers of Air-conditioning**

About two-thirds of the world's population is expected to live in cities by the year 2020 and, according to the United Nations, approximately 3.7 billion people will inhabit urban areas some ten years later. As cities grow, so do the number of buildings that characterise them: office towers, factories, shopping malls and high-rise apartment buildings These structures depend on artificial ventilation systems to keep clean and cool air flowing to the people inside. We know these systems by the term 'air-conditioning'.

Although many of us may feel air-conditioners bring relief from hot, humid or polluted outside air, they pose many potential health hazards. Much research has looked at how the circulation of air inside a closed environment — such as an office building — can spread disease or expose occupants to harmful chemicals.

One of the more widely publicised dangers is that of Legionnaire's disease, which was first recognised in the 1970s. This was found to have affected people in buildings with air-conditioning systems in which warm air pumped out of the system's cooling towers was somehow sucked back into the air intake, in most cases owing to poor design. This warm air was, needless to say, the perfect environment for the rapid growth of disease-carrying bacteria originating from outside the building, where it existed in harmless quantities. The warm, bacteria-laden air was combined with cooled, conditioned air and was then circulated around various parts of the building. Studies showed that even people outside such buildings were at risk if they walked past air exhaust ducts. Cases of Legionnaire's disease are becoming fewer with newer system designs and modifications to older systems, but many older buildings, particularly in developing countries, require constant monitoring.

*Complete the diagram. Choose **TWO words** from the passage for each answer.*



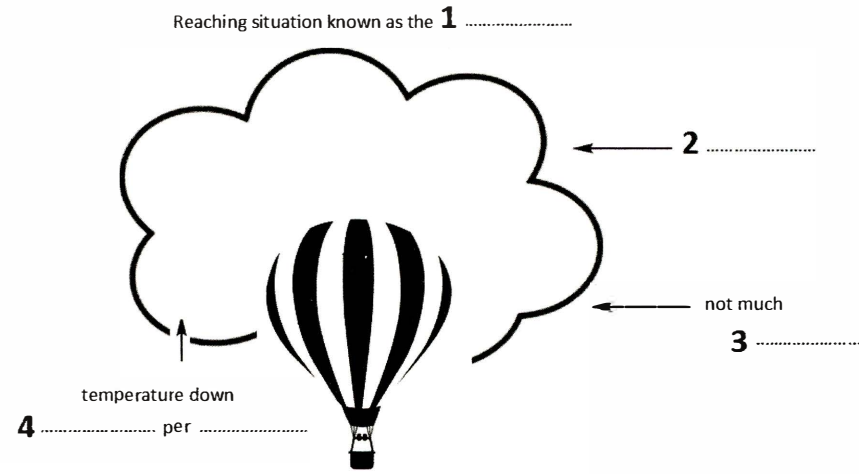

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## IELTS Reading (Activity 13) — Labelling a diagram

▶ **The cloud messenger**

Clouds, as everyone in the room would already have known, were staging posts in the rise and fall of water as it made its way on endless compensating journeys between the earth and the fruitful sky. Yet the nature of the means of their exact construction remained a mystery to most observers who, on the whole, were still in thrall to the vesicular or 'bubble' theory that had dominated meteorological thinking for the better part of a century. The earlier speculations, in all their strangeness, had mostly been forgotten or were treated as historical curiosities to be glanced at, derided and then abandoned. Howard, however, was adamant that clouds were formed from actual solid drops of water and ice, condensed from their vaporous forms by the fall in temperature which they encountered as they ascended through the rapidly cooling lower atmosphere. Balloon pioneers during the 1780s had continued just how cold it could get up in the realm of the clouds: the temperature fell some 6.5"C for every thousand metres they ascended. By the time the middle of a major cumulus cloud had been reached, the temperature would have dropped to below freezing, while the oxygen concentration of the air would be starting to thin quite dangerously. That was what the balloonists meant by 'dizzy heights'.

Label the diagram below. *Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.*



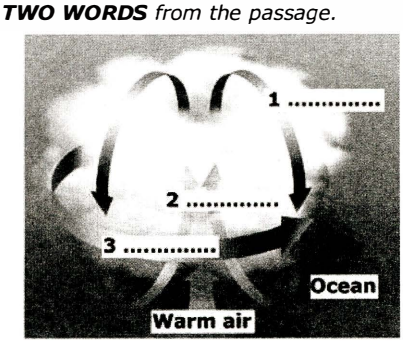

## IELTS Reading (Activity 14) — Labelling a diagram

▶ **Hurricanes**

A hurricane is a tropical cyclone, an area of intense low pressure in the tropics surrounded by a violent rotating storm. It is called at hurricane in the North Atlantic, the Northeast Pacific east of the dateline, and the South Pacific Ocean east of 160E; west of the dateline it is called at typhoon, and in the Indian Ocean, a cyclone. It becomes a hurricane officially if its wind speeds reach 75mph. or force l2 on the Beaufort scale; below that it is a tropical storm. Every year there are about 100 tropical storms and about 50 of them reach ht1rricalle strength. The name comes from 'Hurican', the Carib god of evil.

Hurricanes need precise meteorological conditions to form: the sea surface temperature needs to be above 26.5 C. They are formed over the tropical ocean when strong clusters of thunderstorms drift over warm water. Warm air from the storm and the ocean surface combine and begin to rise, creating an area of low pressure on the ocean surface. Rising warm air causes pressure to decrease at higher altitudes. Air rises faster and faster to fill the low pressure, in turn drawing more warm air up off the sea and sucking cold air downwards. The cluster of thunderstorms merge to become a huge storm, which moves west with the trade winds. While it remains over warm water the tropical wave begins to grow. Wind speeds increase as air is sucked into the low pressure centre. If the depression strengthens and its wind speed climbs above 40 mph it becomes a tropical storm and is named by the US National Hurricane Centre. Once the sustained winds exceed 74-mph, the storm becomes a hurricane. It can take as long as several days or only a few hours for a depression to develop into a full—blown hurricane. The fully developed hurricane is made up of an eye of calm winds surrounded by a spinning vortex of high winds and heavy rainstorms.

*Label the diagrams. Use **NO MORE THAN TWO WORDS** from the passage.*




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## IELTS Reading (Activity 15) Labelling a diagram

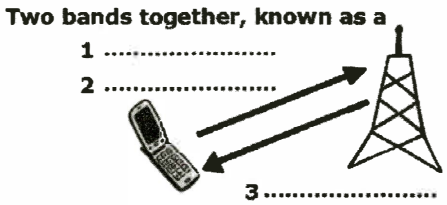
▶ **How Mobile Telephony Turned into a Health Scare**

The technology which enabled mobile phones was previously used in the kind of two- way radio which could be found in taxis and emergency vehicles. Although this was a great development, it was not really considered mobile telephony because it could not be used to dial into existing phone networks. It was known as simplex technology, operating on the same principles as a walkie-talkie, which required that a user press a button, meaning that only one person at a time could talk. Simplex meant that there was only one communication frequency in use at any one time.

The first mobile phones to connect to telephone networks were often installed in cars before the hand-held version came on the market and the revolution in mobile technology began. The first generation of mobile phones (called 1G) were large, heavy and analogue and it was not until the invention of the second generation (2G) in the 1990s that digital networks could be used. The digital element enabled faster signalling. At the same time, developments in battery design and energy-saving electronics allowed the phones themselves to become smaller and therefore more truly mobile. The second generation allowed for text messaging too, and this began with the first person-to-person text message in Finland in 1993, although a machine-generated text message had been successfully sent two years earlier.

None of this would have been possible without the development of duplex technology to replace the relatively primitive simplex technology of the first phase of mobile communication. In duplex technology, there are two frequencies available simultaneously. These two frequencies can be obtained by the principle of Frequency Division Duplex (FDD). To send two signals wirelessly, it is necessary to create a paired spectrum, where one band carries the uplink (from phone to antenna) and the other carries the downlink (from antenna to phone).Time Division Duplex (TDD) can achieve the same thing, but instead of splitting the frequency, the uplink and downlink are switched very rapidly, giving the impression that one frequency is used.

*Complete the diagram. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*



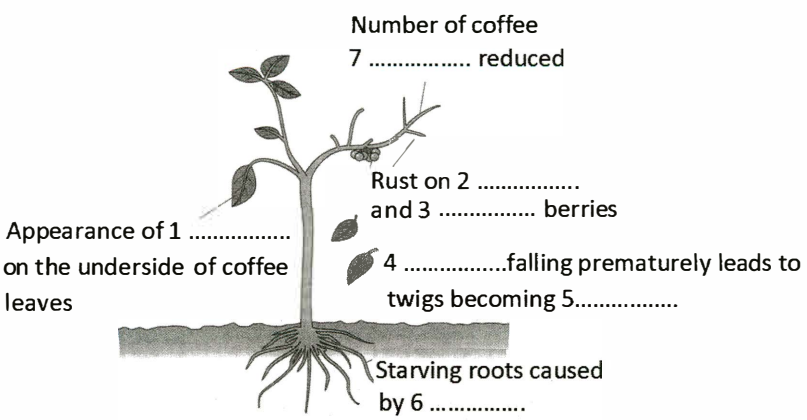

## IELTS Reading (Activity 16) Labelling a diagram

▶ **Coffee rust**

Why do the British drink so much tea? The answer to this question can be traced back, unexpectedly, to a humble fungus, HEMILEIA vastatrix, which attacks the leaves of coffee plants causing a disease popularly known as coffee rust. The appearance of this disease was first reported in the British colony of Ceylon (now Sri Lanka) in 1867. Over the next twenty years, coffee production in Asia and Africa was virtually wiped out. Following a period of severe economic and social upheaval, planters in British colonies shifted to planting tea, and the British were gradually transformed into a nation of tea drinkers.

Under British rule, the island of Ceylon was stripped of its forests to turn over every available acre to coffee production. By the 1870s, Ceylon was, exporting nearly 100 million pounds of coffee a year, much of it to England. This empire, however, was swiftly devastated by the arrival of the coffee rust fungus. The rust organism can be recognized by the presence of yellowish powdery lesions on the undersides of the leaves of the coffee plant. Occasionally green shoots and even the green coffee berries can be infected. The infected leaves drop prematurely, leaving long expanses of bare twigs. This defoliation causes shoots and roots to starve and consequently to die back, reducing the number of nodes on which coffee can be produced the following season.

*Complete the chart below. Choose **NO MORE THAN THREE WORDS** from Reading Passage for each answer.*




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## IELTS Reading (Activity 17) — Labelling a diagram

A major cause of blindness in the industrialised world is age-related macular degeneration (AMD). It affects approximately three million people globally and accounts for around nine per cent of all blindness. These statistics are expected to double by the year 2020 as the world population increases. Scientists have been working on a new treatment for one type of the disease by using stem cells to repair damage to the retina, with positive results. Two women in America, both registered as blind, were given the new treatment and say their vision improved just weeks after they were injected with the stems cells. With such promising results for a condition which previously had no treatment, researchers are positive about the direction of the stem cell treatment.

To understand AMD, we need to understand how our eyes work. Essentially a hollow ball, the eye has a number of layers. The outer layer consists of the white of the eye and the cornea. The cornea is the transparent area in front of the coloured iris and the black pupil at the centre of the iris. The middle layer of the eye includes blood vessels and the iris, which regulates the amount of light entering the eye. Just behind the iris is the lens, which focuses images on the retina, which covers the inside of the eyeball. The retina is the part of the eye that contains photoreceptors — cells that sense light. Nerve fibres from the photoreceptors in the retina join together to form the optic nerve, which then exits the eyeball and transmits visual information to the brain. The photoreceptors are of two types, rods and cones: the rods are sensitive to light intensity and the cones are sensitive to colour. They are mostly concentrated in the part of the retina called the macula. This is only the size of a grain of rice, but it is responsible for our central vision, most of our colour vision and our visual acuity, or sharpness of vision. The photoreceptor cells lie on a thin layer of cells that provide them with nutrients and carry away waste. When these underlying cells die or are damaged, the photoreceptor cells cannot function properly, and this leads to a loss of vision.

Damage to the macula can result from a variety of factors. Age is the main risk factor but smoking also damages blood vessels and the structure of the eye. Smokers are three times more likely to develop AMD, as are people with poor diets. A diet lacking in fruit and vegetables cannot help the body defend itself against free radical molecules which damage cells. Fruit and vegetables contain antioxidants, which protect the body against these free radicals. Finally, people with high blood pressure are one and a half times more likely to contract AMD, as are those people with a family history of the disease.

*Label the diagram below **using words from the box**.*




## IELTS Reading (Activity 18) — Flowchart completion

### ▶ Building in a bag

Two young architectural engineers have designed a structure which will greatly assist the work of organisations working with refugees in emergency situations. The structure is an inflatable' shelter made out of concrete, which can be erected quickly. It is nicknamed 'building in a bag', because it is delivered in the form of a sealed plastic sack. The sack consists of two parts: fabric which has been coated with cement and a plastic skin. The fabric is stuck to one surface of the plastic skin. Once the sack is in place, all that is necessary to erect the structure is the addition of water. The fabric absorbs the water and because the volume of the sack itself controls the amount of water, there is no need for measurement. A chemical pack is then attached to a nozzle in the plastic skin. This releases a controlled volume of gas and inflates the structure. The shelter is left to dry out and twelve hours later it is ready for use. Doors and windows are left without concrete cloth, so they can be cut out of the plastic inner once the cement has dried.

The shelter has been designed for ease of use. The dry weight of the sack is only 230 kilograms and it can be lifted by eight men. It is light enough to be transported by a truck or light aircraft and it can be set up by a person without any training in under 40 minutes. The finished structure has a curved outer surface, which gives it strength, and 16 square metres of floor space.

*Complete the flow chart below. Choose **NO MORE THAN TWO WORDS** from the passage for your answer.*

**Erecting a concrete shelter**

▼

Put sack in place

▼

Add **1** .....

▼

Attach chemical pack to add **2** .....

▼

Allow to **3** .....

▼

Cut out **4** ..... and .....

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## IELTS Reading (Activity 19) — Flowchart completion

▶ **Paper Money:** *January fist 2002 saw the biggest ever introduction of new banknotes on a single day. It went smoothly - but the history of paper money is littered with warnings.*

In the last few months of 2001, 14 billion brand new banknotes, ranging in value from 500 euros down to 5 euros, were printed by the 12 countries that adopted Europe's single currency. Old money continued to circulate for four to eight weeks afterwards, depending on the country, but department stores and supermarkets quickly made the change to the euro.

The search for a means of exchange is almost as old as mankind. Among the commodities that have been tried are chocolate (the Aztecs), shells Pacific Islanders, butter and salt (from which the word 'salary' was derived). In Europe after the Second World War cigarettes were used, and in Italy it was common as late as the 1970s to use sweets as small change.

The idea of using paper as money is almost as old as paper itself. The first people to do it were the Chinese, who made the earliest banknotes over 1,000 years ago. However, they soon grew so fond of their invention that they printed far too much and this led to inflation. The most famous issuer of paper money was Kublai Khan, the Mongol who ruled the Chinese empire in the 13" century. Kublai Khan also confiscated all gold and silver, even if it was brought in through foreign trade.

In Europe, the first issuer of paper money was Sweden. In 1661, Johan Palmstruch's Stockholm Banco introduced the first banknotes. Other European countries soon followed the Swedish lead. One reason for establishing the Bank of England in 1694 was to print paper money so that the balance could be kept in a bank account. The bank is now the longest continuous issuer of banknotes in the world. In France, the Banque Royale was set up in 1718. It was very successful at first, but when people realised that it had issued twice as much paper money as Frances total supply of gold and silver, confidence went and the bank collapsed. Nowadays, national banks realise that the quantity of paper money they issue has to be regulated. *Complete the notes using* ***NO MORE THAN THREE WORDS*** *from the reading passage.*

**History of paper money**

Ancient forms of money: e.g. chocolate, 1..... and .....

▼

First banknotes printed by 2.....(10th century)

▼

Over production of paper money

▼

13th century – most producer of banknotes: 3.....

▼

First European banknotes issued in 4.....

▼

1694 – bank accounts set up by the 5.....

▼

Most recent form of currency 6.....

## IELTS Reading (Activity 20) — Flowchart completion

▶ **You Want Any Fruit with That Big Mac?**

*McDonald's buys so much food that its product decisions affect United States farmers.*

Each day, 50,000 shiny red, Gala apples work their way through a sprawling factory in Swedesboro, New Jersey, where 26 mechanics wash them, core them, peel them, seed them slice them and chill them. At the end of the line, they are dunked in a solution of calcium ascorbate and then deposited into green bags featuring a jogging Ronald McDonald. The bags make their way in refrigerated trucks to cavernous distribution centers and then to thousands of McDonald's restaurants in the eastern United States. No more than 14 days after leaving the plant, the fruit will take the place of French fries in some child's Happy Meal.

The apple slices, called Apple Dippers, are a symbol of how McDonald's is trying to offer healthier foods to its customers. McDonald's has also introduced 'premium salads' that will soon be joined by a salad of grapes, walnuts — and, of course, apples. No one knows whether these new offerings will assuage the concerns of public health officials and other critics of McDonald's highly processed fat- and-calorie-laden sandwiches, drinks and fries. So far they have not entirely done so. But this much is already clear: just as its hamburgers and French fries have made McDonald's the largest buyer of beef and potatoes in America, its new focus on fresh fruits and vegetables is making it a major player in the $ 80 billion American produce industry.

*Complete the flow chart. Use no more than* ***TWO WORDS AND/OR A NUMBER*** *from the passage for each answer.*

**Preparation apples**

**Slices dipped in 1 ..... and deposited into bags**

**Transpiration in 2 ..... to distribution centre**

**Fruit eaten within 3 ..... of leaving factory**

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## IELTS Reading (Activity 21) — Flowchart completion

▶ **Building the Sydney Harbour Bridge:** One of the world's most recognisable and admired engineering structures is the Sydney Harbour Bridge. Its great arch, soaring above the blue water of Sydney Harbour, dominating the skyline, is a truly impressive sight. How was the bridge actually built? The citizens of the era, who watched its progress over six years of construction, would have been able to describe the process in detail, but we in the modem age may not quite appreciate how it was done. It is necessary to understand the basic structure first. The main components are: * four decorative pillars or pylons (hollow structures which actually carry no weight) * a soaring double arch, formed of higher and lower sections known as chords * a series of connected cross girders, supporting the busy roadway * two rows of elegant vertical hangers, linking the arch and roadway.

It might be thought that the pylons came first, but in fact each of the arches was built first, in sections. During construction, each new chord was attached to the previous one by cables secured to the ground. As each new chord was added, the arches could be seen cantilevered out into the air above the water. Each side of the bridge was not started at the same time — the southern part was started first and the northern part followed seven months later, so any problems that became evident could be rectified. Each side of the arch was added to until they each rose into the air to the point of meeting. Sitting on top of the two top arches throughout were the two creeper cranes that lifted workers and essential materials from pontoons on the water below.

The final point of the arches meeting was achieved in 1928 when first the lower arch and then the upper arch were manoeuvred and then riveted into position. After this came the hazardous operation needed to create the roadway. First, pairs of hangers, up to 60 metres long, had to be lifted up one by one from pontoons by the cranes (with workers riding them up into position) and then attached to the arch. Once each pair of these was safely installed, a 100-ton cross girder was lifted and attached to the hangers so that the road and railway could be constructed. Only after all this was complete were the pylons constructed and then faced with granite by Italian stonemasons. In early 1932, the road and railway bridge was tested for strength by driving 30 trains onto the track. Finally, on 10 March 1932, in front of dignitaries and the general public, the big wait was over and the bridge was officially opened.

*Complete the flow chart below. Choose **NO MORE THAN THREE WORDS** for each answer.*

### How the bridge was built

Arches **1** .....above the harbour with addition of chords. ▶ At point of meeting arches moved and **2** .....into place ▶ Cranes used to raise **3** .....from water level ▶ Cross-girders placed in position in preparation for building of **4** ..... ▶ Construction and facing of pylons with **5** ..... ▶ 1932 – Bridge declared open after structure tested **6** .....

## IELTS Reading (Activity 22) — Table completion

▶ **The future of energy sources**

The future for petroleum use at the moment looks rather uncertain, despite enjoying the major benefit of a very advanced infrastructure already in place. The downsides from the environmental point of view are patently obvious: harm to public health through carbon dioxide emissions in exhaust fumes, which are linked to respiratory problems, and to precious ecosystems from oil spills and seepage. But the most significant weakness is that oil is a finite resource.

The picture for natural gas is similarly mixed. While its main strength lies in its being a relatively clean fuel involving little processing and being easily transportable via pipelines, natural gas requires compression or low temperatures if it is to be used for cars or other vehicles. Thus, it has not previously been a serious contender to provide private transportation. There are now signs, however, that this obstacle may have been overcome.

Yet there is another problem with natural gas. It may produce less carbon dioxide than other fossil fuels, but the major stumbling block to its use is that the methane released lives for a long time in the atmosphere. In addition, as it is a non- renewable energy source like petroleum, in coming years natural gas will not be in use. But in the short term at least, the situation looks rosy.

Ethanol, despite the drawback of a dearth of commercial outlets, heralds a new dawn for the energy market. But, before we consider ethanol in depth, let us look at hydrogen. It is perhaps the most attractive of all renewable fuels. Its greatest appeal is that it is readily available everywhere in the form of water ($H_2O$). Solar energy is used to split the water into hydrogen and oxygen and then recombine it, with water being the waste by-product in the form of steam in vehicles. Perhaps its main drawback is making the hydrogen production units small enough to fit cars. But once this happens, the future of hydrogen is bright indeed.

*Complete the table. Use **NO MORE THAN TWO WORDS** from the text above.*

| Types of fuel | Main advantage | Main disadvantage | Future |
|---|---|---|---|
| *Petroleum* | Very advanced infrastructure | **1** ..... | Uncertain |
| *Natural Gas* | Relatively clean | Produces **2** ..... | **3** ..... |
| *Ethanol* | None given | Lack of **4** ..... | Signals a **5** ..... |
| *Hydrogen* | **6** ..... | Hydrogen production units for cars not small enough | **7**..... |

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## IELTS Reading (Activity 23) Table completion

▶ **Eating up the Titanic:**

In 1985, seventy-three years after it had sunk on its maiden voyage from Southampton to New York, the *Titanic* was discovered lying 3,800 metres below the surface of the sea. The first images the world saw of the wreck showed the metal hull or body of the ship, draped in what look like strange underwater icicles. These structures are called 'rusticles' from rust (the reddish brown substance that forms on iron when it is in contact with water) and *icicle*.

A decade later, microbial ecologist Roy Cullimore was called on to investigate biological activity on the *Titanic* after the salvage company recovering objects from the wreck noticed it seemed to be deteriorating. By carefully guiding the robotic claws of the French submarine *Nautile*, Cullimore was able to collect some rusticles to bring back to his laboratory for analysis. Gathering them was a tricky business — rusticles are brittle and have a tendency to snap in the fast water flow created by the propellers of the submarine. A second expedition brought up more rusticles when a large section of hull was lifted from the sea bed. The largest of these, measuring 45 centimetres long, now hangs on Cullimore's office wall.

Each rusticle is made up of communities of bacteria, fungi and other microbes that have joined forces to build a sort of rusting tower block to sustain them and protect them from the outside world. The outer walls have a layered appearance, much like the annular growth rings in trees. Inside, each rusticle seems to contain at least five distinct communities of bacteria, or 'consorms', that live in harmony, with each type of consorm performing a specific task. They are mostly clustered around water channels that run through the structure. There are also fungal growths towards the outside of the structure where the channels meet the surface. Along with the microbes, rusticles contain up to 35 per cent iron compounds in the form of ribbons that permeate the entire structure, in much the same way that nerves or blood vessels do in an animal. Chemically, these compounds are dominated by various ferric oxides, hydroxides and carbonates.

*Complete the table below. Choose* ***NO MORE THAN TWO WORDS*** *from the text for each answer.*

| Components | Description | Location |
|---|---|---|
| walls | Appear **1**..... | outer surface of rusticle |
| consorms | • bacterial **2**.....<br>• work together<br>• each does a different **3** ..... | Mainly near water channels |
| water channels | | throughout the rusticle |
| Fungal growths | | at junction of water channels and **4**..... of rusticle |
| **5**..... | ribbons | Throughout the rusticle |

## IELTS Reading (Activity 24) Table completion

▶ **The advantages for a workplace who adopt the new technologies are considerable, not least the impact on productivity**

Mobile devices will probably never entirely replace the wired systems that define our workplaces, but they will offer a range of new working possibilities, allowing people the freedom to work in ways better suited to their needs.

In situations where secure short-range connections between devices such as personal computers and mobile phones are required, Bluetooth technology provides an ideal cost- effective service. Bluetooth, which typically has a range of about ten metres, works well in small office space and provides flexibility for businesses where mobile employees come into an office to download information from their laptop computers or to access databases. The main disadvantage of Bluetooth is that data transfer is relatively slow at 1 MB per second. If speed of data transfer is important, then WiFi, short for Wireless Fidelity, is vastly Superior to Bluetooth. Although it works over a relatively short range, it can transmit data at up to 54 MB per second. It is most useful for individuals who need to work remotely, for instance while travelling. To do this, users have to locate a 'hotspot' near to where they happen to be, for example in a cafe or a public library. Hotspots operate over a range of 100 metres and allow access by 256 users at any one time.

GPRS, General Packet Radio Service, is a technology related to mobile phones which allows transmission of emails and small amounts of data as well as high-speed access to the Internet. It is ideal for reliable communication as well as internet browsing, but is not suitable for full mobile working in the way that WiFi is, because of the restricted amounts of data that can be transmitted at any one time. Two other important aspects of the new technologies which need to be considered are security and cost. Currently, because it works within a limited environment, Bluetooth is more secure than WiFi or GPRS, but in terms of cost, s GPRS is relatively cheap with mobile phone networks offering a range of value-for-money packages. Bluetooth technology is built into the latest versions of mobile phones and other devices, but an adapter which adds Bluetooth capability to a device costs only about £50. To set up a WiFi hotspot can cost from £120 to £500, but an individual network card allowing users access at existing hotspots costs between £40 and £60.

*Complete the table below. Write* ***NO MORE THAN THREE WORDS AND/OR NUMBER***

| Technology | Range | Data transfer per second | Cost | Best for |
|---|---|---|---|---|
| Bluetooth | **1** ..... | 1 MB | **4** ..... for an adapter | *secure short-range connections* |
| *WiFi* | **2** ..... | **3** ..... | **5** ..... for a network card | people who need to work while **6**.... |
| *GPRS* | no limit | | value-for- money packages | **7** ..... and Internet browsing |

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## IELTS Reading (Activity 25) — Notes completion

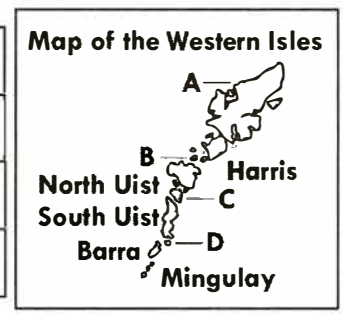
▶ **Highlands and Islands**

Off the west coast of Scotland, in the Atlantic Ocean, lies a chain of islands known as the Outer Hebrides or Western Isles. The main inhabited islands are Lewis, Harris, North Uist and South Uist, Benbecula, Berneray and Barra. The Isle of Lewis is the most northern and largest of the Western Isles, and to its south, a small strip of land connects it to the Isle of Harris, making the two islands one land mass. To the south west of Harris are the two Uists with Benbecula wedged in between them. These three islands are connected by bridges and causeways. The small island of Berneray is connected to North Uist by a causeway and it is the only populated island in the waters around Harris. Eriskay is a tiny island, also populated, lying between South Uist and Barra. Off the tip of Barra lie the Barra Isles, formerly known as the Bishop's Isles, comprising a group of small islands which include Mingulay, Sandray, Pabbay and Vatersay, and at the southernmost tip of the chain, lies an island by the name of Berneray, not to be confused with the island of the same name observed across the bay from Harris.

Lewis is low-lying and covered in a smooth blanket of peatland. Harris is an island of contrasts. It displays a rocky coast to the east, yet white, sandy beaches to the west, backed by fertile green grassland ('machair'), pockmarked with freshwater pools (machair). North Uist is covered with peatland and lochans, whilst South Uist is mountainous to the east with machair and sandy beaches to the west. Benbecula is relatively flat and combines machair, peatland and lochans, with sandy beaches and deeply indented sea lochs. Like Harris, Benbecula and Barra exhibit a rocky coast- land to the east and low-lying machair to the west with sandy beaches similar to those seen on Berneray, which is a flat isle, except for a few hills, and sand dunes.

*The passage described the position of the islands in relation to each other. There are four unnamed islands, A, B, C and D on the map.*

| Name of Island | Label A, B, C or D |
|---|---|
| Lweis | 1 ..... |
| Eriskay | 2 ..... |
| Berneray | 3 ..... |




## IELTS Reading (Activity 26) — Notes completion

▶ **The history of a cool image:** The history of sunglasses can be traced back to ancient Rome around the year AD 60, where the Emperor Nero is said to have watched gladiator fights whilst holding up polished emerald-green gems to his eyes, thus reducing the effect of the sun's glare. The very first actual recorded evidence of the use of sunglasses can be found from a painting by Tommaso da Modena in Italy, 1552, showing a person wearing sunglasses.

Sunglasses, as we know them today, were first introduced by Sam Foster in America, 1929. These were the first sunglasses designed specifically to protect people's eyes from the harmful sun's rays. He founded the Foster Grant Company, and sold the first pair of Foster Grant sunglasses on the boardwalk by the beaches in Atlantic City, New Jersey. These were the first mass-produced sunglasses, and from this year onwards, sunglasses really began to take off. In 1936, Edwin H Land patented the Polaroid filter for making polarized sunglasses. This type of tint reduces glare reflected from surfaces, such as water. Later in that same year, Ray-Ban took the design of pilots' sunglasses further by producing the aviator- style sunglasses that we know today, using this recently invented polarized lens technology. The edge of the frame characteristically drooped away at the edges by the cheeks in a sort of tear drop shape, to give a full all-round protection to the pilots' eyes, who regularly had to glance down towards the aircraft's instrument panel. The polarized lens reduced the glare from light reflected off the instrument panel. Pilots were given these sunglasses free of charge, but in 1937 the general public were allowed to purchase this aviator-style model that 'banned' the sun's rays as Ray-Ban sunglasses.

In 1960, Foster Grant started a big advertising campaign to promote sunglasses, and pretty soon famous film stars and pop stars started wearing sunglasses as part of their image. The public began to adopt this new fashion of wearing sunglasses, not just to protect their eyes from bright light, but also as a way of looking good. Today, sunglasses are continuing to be improved with efficient UV blocking tints, cutting out all the harmful ultra-violet light. Various coloured tints are now available and, of course, the frame styles are very varied and exciting. Now you can really make a statement with your fashion sunglasses, transforming your image or creating a new one. Designer sunglasses have certainly come a long way in just a few years, and now not only protect our eyes from the harmful sun's rays, but are also an important *fashion accessory* — and it all started nearly 2,000 years ago with the Roman Emperor Nero!

*Complete the sentences. Choose **ONE WORD ONLY** from the passage for each answer.*

**1** The function of the Edwin H Lands Polaroid filter was to lessen surface .....

**2** People can change their .....by wearing trendy sunglasses

**3** Designer glasses still offer protection from solar .....

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## IELTS Reading (Activity 27) — Sentence completion

▶ **Swallows in migration**

Every April, along with many other species of birds, the swallow arrives to spend the summer months in northern Europe, in Russia, Iran, and parts of Siberia. Here it will breed and raise its young.

At some point in mid-September the swallows leave together, usually all on the same day. One day there are thousands, the next there are none, and none will be seen again until the following spring. For centuries, this was a complete mystery to people. The Hampshire naturalist Gilbert White, writing in the late eighteenth century, believed that the swallows dived into ponds and rivers in autumn and remained in the bottom mud the whole winter, re-emerging the following spring. This idea seems extraordinary to us, but White was not a stupid man: many of his other observations of natural life were informed and accurate. In this case, however, he simply had no means of determining the truth and was forced to make a random guess. The idea that swallows migrate to central or southern Africa would have seemed as fanciful to him as his theory seems to us.

Although we now know that swallows migrate, there are still unanswered questions. Why do they go so far? Why not stay on the shores of the Mediterranean? The majority continue to equatorial Africa, and some even further south. Also it appears that populations of swallows that have bred in different countries also spend the winter in different areas. Those from France, Germany, and much of western Europe have mostly been traced to East Africa, Kenya, or Tanzania for example. Above all, how does a bird weighing approximately twenty grammes find its way across mountain ranges, ocean, and desert to winter in the south, and then return the following year to the very location it was born, in some cases to the very same nest?

Birds can navigate by the sun, and are also able to detect the magnetic field of the earth. Species that migrate at night are also able to navigate by the stars. By these means, they travel long distances. The close navigation that brings them back to the same field or nest appears to be related to memory of local landmarks imprinted on the minds of young birds as they criss-cross the area in the weeks before departure.

*Complete the sentences. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

**1** In the past, the destination of the swallows in the autumn was a .....
**2** As White could not verify what happened to the swallows, he made a .....
**3** Despite knowing that swallows migrate, we are still left with .....
**4** Sometimes, swallows have been known to return not just to the same area, but even to the .....
**5** Birds that travel by night can find their way using the .....
**6** Bird navigation appears to be connected with the memory of .....

## IELTS Reading (Activity 28) — Sentence completion

▶ **To learn better, take a nap ( and don't forget to dream)**

The new findings suggest that dreams may be the sleeping brain's way of telling us that it is hard at work on the process of integrating our recent experiences to help us with performance-related tasks in the short run and in the long run.

'What's got us really excited is that after nearly 100 years of debate about the function of dreams, this study tells us that dreams are the brain's way of processing, integrating and really understanding new information,' explains senior author Robert Stickgold at Harvard Medical School. 'Dreams are a clear sign that the sleeping brain is working on memories at many levels, including ways that will directly improve performance.' Initially, the authors put forward the theory that dreaming about a learning experience during non-rapid eye movement (NREM) sleep would lead to improved performance on a spatial memory task.

To test this theory, the investigators had 99 subjects spend an hour training on a 'virtual maze task', a computer exercise in which they were asked to find their way through and learn the layout of a complex 3D maze with the goal of reaching an endpoint as quickly as possible. Following this initial training, participants were asked to either take a 90-minute nap or to engage in quiet activities but remain awake. At various times, subjects were also asked to describe what was going through their minds, or in the case of the nappers, what they had been dreaming about. Five hours after the initial exercise, the subjects were retested on the maze task. The results were striking.

The non-nappers showed no signs of improvement on the second test — even if they had reported thinking about the maze during their rest period. Similarly, the subjects who napped, but who did not report experiencing any maze-related dreams or thoughts during their sleep period, showed little, if any, improvement. But, the nappers who described dreaming about the task showed dramatic improvement. 10 times more than that shown by those nappers who reported having no maze-related dreams. 'These dreamers described various scenarios — seeing people at checkpoints in a maze, or even just hearing the background music from the computer game,' explains first author Erin Wamsley, a postdoctoral Fellow at Harvard Medical School. These interpretations suggest that not only was sleep necessary to 'consolidate' the information, but that the dreams were an outward reflection that the brain had been busy at work on this very task.

*Complete the sentences below. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

**1** With the subjects who stayed awake after the experiment, there was no ..... at all in the Second fest-
**2** Nappers who ..... about the task showed a tenfold improvement
**3** According to Erin Wamsley, those who dreamt about the task described a variety of .....

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## IELTS Reading (Activity 29) — Sentence completion

▶ **Wave energy**

Wave energy, which differs from tidal power and ocean current energy, is the energy generated by surface ocean waves. These waves are caused by a number of forces, including the gravitational pull of the Sun and Moon, earthquakes, and especially the wind moving at a higher speed across the surface of ocean water. A feature of wave energy is that it is irregular and oscillating — that is, vibrating.

Interest in renewable, non-polluting forms of energy has led to the development of new technologies to harness the energy of waves. Although attempts have been made to do this since the 1890s, it is only in recent years that fledgling energy technologies have been developed that could generate commercially viable amounts of electricity on a greater scale in the future. This electricity could be used for domestic and commercial energy generation, water desalination and the pumping of water into reservoirs.

There are several methods of harnessing wave energy. It may be taken from locations either at or near the shoreline or further out to sea and either from the surface of the ocean or from pressure fluctuations below the surface. There are three main methods of doing this: floats on the surface, wave surge devices and oscillating water columns. The latter are the most common currently being used.

There are a number of advantages to this source of energy. The first is that there are a large number of locations capable of being exploited. These include the western seaboard of Europe, the north coast of the United Kingdom, the Pacific coastlines of North and South America and the western coasts of South Africa, Australia and New Zealand. The presence of strong, reliable westerly winds is a significant factor. Other advantages include the fact that the energy source is free, with no waste and with significant amounts of energy being able to be produced.

However, there are a number of disadvantages. The cost of installing the technology and capturing the energy over a large area is a significant factor. The energy levels tend to fluctuate, making it difficult for power generators, which need a constant steady flow of power. The devices installed need to survive the storm and saltwater damage. Noise and visual pollution may have a negative impact on coastal communities, and the fishing industry may be affected.

*Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

**1** A characteristic of wave energy is that it is .....
**2** Original attempts were made to harness wave energy in .....
**3** The most common method to harness wave energy is through using .....
**4** For successful generation of energy from Waves, the best wind direction is .....
**5** One disadvantage of the energy levels is that they may .....
**6** An activity in coastal communities that may be disrupted by Wave energy technology is .....

## IELTS Reading (Activity 30) — Sentence completion

▶ **Handling work overload**

*Advice for managers on how to cope with the pressures of work*

Non-managers are used to taking orders. Whether they are blue-collar workers on a production line or travelling sales people who spend most of their time away from the office they are on the receiving end of orders which they themselves must action. There is no additional stratum to which they can delegate the order. Sometimes their job allows virtually no discretion, as with the production line workers, and sometimes autonomy is encouraged and expected. In the final analysis, however, at this level in an organization you are on the receiving end of orders and, generally, do what is expected of you. Authority is, on the whole, accepted without question.

Managers, on the other hand, are used to giving as well as receiving orders. Whether they are first line supervisors or middle ranking officers, they form a link in the chain of command translating corporate vision into reality on the 'shop floor'. The amount of discretion they are expected to exercise may vary, but managers are expected to be thinking beings, exercising their judgment in how they go about their tasks, and that judgment does not suddenly switch off when taking orders and switch on again when implementing them. They are more inclined, therefore, than their non-managerial colleagues to want to query or at least participate in receiving orders.

There are, however, certain complications to add at this stage. First, some managers do not know what their subordinate managers do, not in detail anyway. To begin with they tend to only hear about the problems and not the ordinary, everyday, uneventful smooth running. Second, not only is the business environment exceptionally competitive, globally as well as locally, but the work ethic is enjoying a marked resurgence, which puts many managers under intense pressure to succeed. They are left with no apparent choice but to delegate more.

*Complete these notes about the passage. Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

**A Non-managers**
Accused to taking orders
No scope for them to **1** .....
**2** .....may be possible

**B Managers**
Accustomed to giving and receiving orders
Expected to interpret and implement the **3** ..... of those above them.
Expected to use their **4** .....
Pressure to succeed may force them to **5** .....

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## IELTS Reading (Activity 31) Sentence completion

▶ **What is a dinosaur?** Although the name dinosaur is derived from the Greek for 'terrible lizard', dinosaurs were not, in fact, lizards at all. Like lizards, dinosaurs are included in the class Reptilia, or reptiles, one of the five main classes of Vertebrata, animals with backbones. However, at the next level of classification, within reptiles, significant differences in the skeletal anatomy of lizards and dinosaurs have led scientists to place these groups of animals -into two different superorders: Lepidosauria, or lepidosaurs, and Archosauria, or archosaurs.

Classified as lepidosaurs are lizards and snakes and their prehistoric ancestors. Included among the archosaurs, or 'ruling reptiles', are prehistoric and modern crocodiles, and the now extinct thecodonts, pterosaurs and dinosaurs. Palaeontologists believe that both dinosaurs and crocodiles evolved, in the later years of the Triassic Period (c. 248-208 million years ago), from creatures called pseudosuchian thecodonts. Lizards, snakes and different types of thecodont are believed to have evolved earlier in the Triassic Period from reptiles known as eosuchians.

The most important skeletal differences between dinosaurs and other archosaurs are in the bones of the skull, pelvis and limbs. Dinosaur skulls are found in a great range of shapes and sizes, reflecting the different eating habits and lifestyles of a large and varied group of animals that dominated life on Earth for an extraordinary 165 million years. However, unlike the skulls of any other known animals, the skulls of dinosaurs had two long bones known as vomers. These bones extended on either side of the head, from the front of the snout to the level of the holes in the skull known as the antorbital fenestra, situated in front of the dinosaur's orbits or eyesockets.

All dinosaurs, whether large or small, quadrupedal or bipedal, fleet-footed or slow-moving, shared a common body plan. Identification of this plan makes it possible to differentiate dinosaurs from any other types of animal, even other archosaurs. Most significantly, in dinosaurs, the pelvis and femur had evolved so that the hind limbs were held vertically beneath the body, rather than sprawling out to the sides like the limbs of a lizard. The femur of a dinosaur had a sharply in-turned neck and a ball-shaped head, which slotted into a fully open acetabulum or hip socket. A supra-acetabular crest helped prevent dislocation of the femur. The position of the knee joint, aligned below the acetabulum, made it possible for the whole hind limb to swing backwards and forwards. This unique combination of features gave dinosaurs what is known as a "fully improved gait".

*Complete the sentences below.* ***Use NO MORE THAN THREE WORDS*** *from the passage for each blank space.*

**1** Lizards and dinosaurs are classified into two different superorders because of the difference in their ..... **2** In the Triassic Period, ..... evolved into thecodonts, for example, lizards and snakes. **3** Dinosaur skulls differed from those of any other known animals because of the presence of vomers: .....

## IELTS Reading (Activity 32) Sentence completion

▶ **The History of the Guitar** The word 'guitar' was brought into English as an adaptation of the Spanish word 'guitarra', which was, in turn, derived from the Greek 'kithara'. Tracing the roots of the word further back into linguistic history, it seems to have been a combination of the Indo-European stem 'guit—', meaning music, and the root '—tar', meaning chord or string. The root '-tar' is actually common to a number of languages, and can also be found in the word 'sitar' also a stringed musical instrument. Although the spelling and pronunciation differ between languages, these key elements have been present in most words for 'guitar' throughout history.

While the guitar may have gained most of its popularity as a musical instrument during the modern era, guitar-like instruments have been in existence in numerous cultures throughout the world for more than 5,000 years. The earliest instruments that the modern eye and ear would recognise as a 'normal' acoustic guitar date from about 500 years ago. Prior to this time, stringed instruments were in use throughout the world, but these early instruments are known primarily from visual depictions, not from the continued existence of music written for them. The majority of these depictions show simple stringed instruments, often lacking some of the parts that define a modern guitar. A number of these instruments have more in common with the lute than the guitar.

There is some uncertainty about the exact date of the earliest six-string guitar. The oldest one still in existence, which was made by Gaetano Vinaccia, is dated 1779. However, the authenticity of six—string guitars alleged to have been made prior to 1790 is often suspect, as many fakes have been discovered dating to this era. The early nineteenth century is generally accepted as the time period during which six-string guitars began taking on their modern shape and dimensions. Thus for nearly two hundred years, luthiers, or guitar makers, have been producing versions of the modern acoustic guitar.

The first electric guitar was not developed until the early twentieth century. George Beauchamp received the first patent for an electric guitar in 1936, and Beauchamp went on to co—found Rickenbacker, originally known as the Electro String Instrument Company. Although Rickenbacker began producing electric guitars in the late 1930s, this brand received most of its fame in the 1960s, when John Lennon used a Rickenbacker guitar for the Beatles' debut performance on the Ed Sullivan show in 1964. George Harrison later bought a Rickenbacker guitar of his own, and the company later gave him one of their earliest 12— string electric guitars. Paul McCartney also used a Rickenbacker bass guitar for recording. *Complete the sentences below. Choose* ***NO MORE THAN TWO WORDS*** *from the passage for each answer.*

**1** Despite differences in.....'guit'- and -tar appear in the word for 'guitar' in many languages. **2** Instruments that we would call acoustic guitars have been made and played for approximately.....**3** No one knows the.....when the first six-string guitar was made. **4** The.....of acoustic guitars have not changed much in 200 years. **5** A.....for an electric guitar was issued in the mid-1930s.

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## IELTS Reading (Activity 33) — Sentence completion

▶ **Overcoming the language barrier**

The discovery that language can be a barrier to communication is quickly made by all who travel, study, govern or sell. Whether the activity is tourism, research, government, policing, business, or data dissemination, the lack of a common language can severely impede progress or can halt it altogether. 'Common language' here usually means a foreign language, but the same point applies in principle to any encounter with unfamiliar dialects or styles within a single language. 'They don't talk the same language' has a major metaphorical meaning alongside its literal one.

Although communication problems of this kind must happen thousands of times each day, very few become public knowledge. Publicity comes only when a failure to communicate has major consequences, such as strikes, lost orders, legal problems, or fatal accidents - even, at times, war. One reported instance of communication failure took place in 1970, when several Americans ate a species of poisonous mushroom. No remedy was known, and two of the people died within days. A radio report of the case was heard by a chemist who knew of a treatment that had been successfully used in 1959 and published in 1963. Why had the American doctors not heard of it seven years later? Presumably because the report of the treatment had been published only in journals written in European languages other than English.

Several comparable cases have been reported. But isolated examples do not give an impression of the size of the problem — something that can come only from studies of the use or avoidance of foreign-language materials and contacts in different communicative situations. In the English-speaking scientific world, for example, surveys of books and documents consulted in libraries and other information agencies have shown that very little foreign-language material is ever consulted. Library requests in the field of science and technology showed that only 13 per cent were for foreign language periodicals. Studies of the sources cited in publications lead to a similar conclusion: the use of foreign- language sources is often found to be as low as 10 per cent.

*Complete each of the following statements with words taken from Reading Passage.*

*Write **NO MORE THAN THREE WORDS** for each answer.*

**1** Language problems may come to the attention of the public when they have ....., such as fatal accidents or social problems.
**2** Evidence of the extent of the language barrier has been gained from .....of materials used by scientists such as books and periodicals.

## IELTS Reading (Activity 34) — Summary completion

▶ **Allergy Testing**

Allergic reactions are triggered by the contact, inhalation, or ingestion of a number of different allergens. Some of the most common allergens are made up of proteins found in plants, mold, food, venom, animal skin, and medication. Symptoms of allergic reactions range from mild irritation such as itching, wheezing, and coughing to life-threatening conditions related to the respiratory and gastrointestinal organs. Serious allergic reactions are more likely to result from food, drugs, and stinging insects. A person does not become allergic to a particular substance until after the first exposure. However, in some cases, even trace amounts of a substance, such as peanuts or seafood in a mother's breast milk, can cause an allergic reaction in a subsequent exposure.

**Intradermal allergy test**:

This involves placing the allergen sample under the skin with a syringe. The intradermal test involves more risk and is usually saved for use if the allergy persists even after a skin-prick test comes back negative. People who have experienced serious allergic reactions called anaphylactic reactions are not advised to have these types of tests. These allergy sufferers may be hypersensitive to even trace amount of the allergens when they are introduced into the blood. Anaphylaxis is an allergic reaction that affects the whole body and is potentially life threatening.

After using a reliable testing method, the cause of an allergic reaction is often identified, and a physician is able to help a patient develop a treatment plan with the goal of controlling or eliminating the allergic symptoms. Those who are allergic to furry pets, pollen, and plants are prescribed mild medication or taught how to control their reactions with simple lifestyle changes, while those with food allergies learn to safely remove certain foods from their diets.

*Complete the summary of the reading passage. Choose your answers from the box below.*

Allergic reactions result from touching, breathing, or **1** ..... certain substances called **2** .....Coughing or itching are two possible **3** .....of an allergic reaction. More serious allergic reactions may result from certain insect bites, foods, or **4** ..... A severe allergic reaction is known as **5**..... It can result in loss of blood volume and heart failure. Doctors can use a variety of tests to **6**.....the source of an allergy. Treatment may include taking medication or **7** .....the substances that cause the allergic reaction.

| **List of words:** | | | | | | |
|---|---|---|---|---|---|---|
| | mold | medicines | causes | avoiding | anaphylaxis | allergens |
| | antihistamine | identify | treat | smelling | eating | signs |

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## IELTS Reading (Activity 35) — Summary completion

▶ **Adult intelligence**

Over 90 years ago, Binet and Simon delineated two different methods of assessing intelligence. These were the psychological method (which concentrates mostly on intellectual processes, such as memory and abstract reasoning) and the pedagogical method (which concentrates on assessing what an individual knows). The main concern of Binet and Simon was to predict elementary school performance independently from the social and economic background of the individual student. As a result, they settled on the psychological method, and they spawned an intelligence assessment paradigm which has been substantially unchanged from their original tests.

With few exceptions, the development of adult intelligence assessment instruments proceeded along the same lines of the Binet-Simon tests. Nevertheless, the difficulty of items was increased for older examinees. Thus, extant adult intelligence tests were created as little more than upward extensions of the original Binet-Simon scales.The Binet-Simon tests are quite effective in predicting school success in both primary and secondary educational environments. However, they have been found to be much less predictive of success in post-secondary academic and occupational domains. Such a discrepancy provokes fundamental questions about intelligence. One highly debated question asks whether college success is actually dependent on currently used forms of measured intelligence, or if present measures of intelligence are inadequately sampling the wider domain of adult intellect. One possible answer to this question lies in questioning the preference of the psychological method over the pedagogical method for assessing adult intellect. Recent research across the fields of education, cognitive science, and adult development suggests that much of adult intellect is indeed not adequately sampled by extant intelligence measures and might be better assessed through the pedagogical method. (Ackerman, 1996; Gregory. 1994).

*Complete the summary of the reading passage. Choose your answers from the box below.*

**1** The psychological method of intelligence assessment measures ……..
**2** Binet and Simon wanted to develop an assessment method that was not influenced by the child's ……..
**3** The Binet-Simon tests have been successfully used to predict ……..
**4** The Binet-Simon tests are not good predictors of……..
**5** According to ……... the pedagogical method is the best way to assess adult intelligence

**List of words:**

| | | | | |
|---|---|---|---|---|
| **A** Tests | **D** potential for achievement in school | **G** Binet and Simon | **J** social class | **M** problem solving |
| **B** psychological issues | **E** knowledge-based | **H** thought processes | **K** recent research | |
| **C** new | **F** Knowledge | **I** Ackerman and Gregory | **L** future job performance | |

## IELTS Reading (Activity 36) — Summary completion

▶ **Life, but not as we know it**

Astrobiology is arguably the trendiest buzzword in science after genomics. Like genomics, it is as hip as it is hard to define. Broadly speaking, it is an umbrella term for the efforts of many scientists working in diverse fields to understand the conditions of life in the universe, whether on Earth or elsewhere.

All organisms on Earth, from the tiniest bacterium to the biggest whales, are constructed according to the same rules. Earthly genetic information is carried in genes made of DNA, earthly life is based on polymers of carbon, and its chemistry happens in liquid water. Because this kind of life is all we know, we tend to think that the same rules need apply everywhere. So, when probes land on Mars, or scientists look at martian meteorites, they tend to look for the kinds of vital signs that betray earthly organisms when we have absolutely no reason for thinking that life elsewhere should be earthlike, or that our definition of life cannot be based more broadly. When the Mars Rover sat and stared at a rock, how do we know that the rock was not staring right back? It is a fairly simple matter to come up with a definition of life that is based on what it does, rather than what it is made of. It is much more difficult, however, to make such a definition stick, preventing the term from becoming so inclusive as to be meaningless.

You might start by positing three rules. The first is that life requires the existence of information that can be reproduced and inherited, with variation. Second, that living systems seem to create order and structure and maintain it in the face of chaos. Third, that a living system has to work hard to maintain its structure, and as soon as it stops doing this it degenerates.

These rules seem, at first, to be fairly precise, in as much they weed out quietly observant martian surface rocks. But as Cohen and Stewart show in their novel, it is possible to imagine entities that follow all three rules and which appear to be alive, but which bear absolutely no resemblance to terrestrial organisms. In Wheelers, they describe civilizations of floating, methane-breathing balloons in the atmosphere of Jupiter and organisms made of magnetically-confined plasma, living in the outer layers of the sun. *Complete the summary of the reading passage. Choose your answers from the box below.*

The same biological and chemical principles determine the make-up of all terrestrial life forms, whatever their **1** ……... We often assume that this is the case throughout the universe, as we have **2** ……... observed other kinds of organism. Scientists therefore make the **3** ……... of searching for indications of Earth-style living things when examining material from another **4** ……... where the nature of any life may lie far outside their own **5** ……... definition. On the other hand, if the focus is not on **6** ……... but on behaviour, there is a risk of **7** ……... life much too broadly.

**List of words:** Previous frequently location principles narrow galaxy discussing rarely defining never composition size definition planet extending mistake breakthrough basing regulations

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## IELTS Reading (Activity 37) — Summary completion

▶ **Less Television, Less Violence and Aggression**

Cutting back on television, videos, and video games reduces acts of aggression among schoolchildren, according to a study by Dr. Thomas Robinson and others from the Stanford University School of Medicine. The study, published in the January 2001 issue of the Archives of Pediatric and Adolescent Medicine, found that third- and fourth-grade students who took part in a curriculum to reduce their TV, video, and video game use engaged in fewer acts of verbal and physical aggression than their peers. The study took place in two similar San Jose, California, elementary schools. Students in one school underwent an 18-lesson, 6-month program designed to limit their media usage, while the others did not. Both groups of students had similar reports of aggressive behavior at the beginning of the study. After the six-month program, however, the two groups had very real differences. The students who cut back on their TV time engaged in six fewer acts of verbal aggression per hour and rated 2.4 per cent fewer of their classmates as aggressive after the program.

Physical acts of violence, parental reports of aggressive behavior, and perceptions of a mean and scary world also decreased, but the authors suggest further study to solidify these results.

Although many studies have shown that children who watch a lot of TV are more likely to act violently, this report further verifies that television, videos, and video games actually cause the violent behavior, and it is among the first to evaluate a solution to the problem. Teachers at the intervention school included the program in their existing curriculum. Early lessons encouraged students to keep track of and report on the time they spent watching TV or videos, or playing Video games, to motivate them to limit those activities on their own. The initial lessons were followed by TV-Turnoff, an organization that encourages less TV viewing. For ten days, students were challenged to go without television, videos, or video games. After that, teachers encouraged the students to stay within a media allowance of seven hours per week. Almost all students participated in the Turnoff, and most stayed under their budget for the following weeks. Additional lessons encouraged children to use their time more selectively, and many of the final lessons had students themselves advocate reducing screen activities.

A study that was published in January 2001 found that when children **1** ..... less, they behaved less **2** ..... . Students in a California elementary school participated in the study, which lasted **3** ..... By the end of the study, the children's behavior had changed. For example, the children's **4** ..... reported that the children were acting less violently than before. During the study, the children kept a record of the **5** .....they watched TV. Then, for ten days, they **6** ..... Near the end of the study, the students began to suggest watching **7** .....

**List of words:** parents teacher six months violently watched TV scared less TV eighteen day classmates Nonviolent programs time of day number of hours avoided TV favorite program

## IELTS Reading (Activity 38) — Summary completion

▶ **Oxbridge**

Although more than 100 km separates the English cities of Oxford and Cambridge, their universities are linked by the term 'Oxbridge'. It is a name that can be applied to either university or to both. Traditionally, a degree at Oxbridge symbolized the pinnacle of academic achievement. Cities like Birmingham, Liverpool, Bristol and Manchester had their own universities, but these were not as esteemed as Oxbridge and received the derogatory title of 'Red brick 'universities. In recent times, the name Oxbridge has also become a derogatory term. Some people believe that Oxbridge is part of a social class system that favours the privileged few, born into wealth or high social status, at the expense of the less well-off, socially disadvantaged, though equally talented students. Whilst Oxford and Cambridge encourage applications from candidates living in deprived areas, only 1 in 100 of the poorest university students in England received an Oxbridge education in 2010, far lower than the percentage of poorer students at the 'Red brick' universities.

Inequalities in our society do not begin and end with Oxbridge. The best state schools are usually found in the most affluent areas. Injustices can arise when parents move house to secure a child's place at a more desirable school and in doing so they force another child into an under-performing school. Other, better-off parents, though not necessarily wealthy; will pay for their children to be educated at a private school to avoid having to move home. Either way, the desire to furnish one's children with the best possible education outweighs any sense of social justice. Unless remedies can be found for the disparity in educational standards in the pre-university years, it is unrealistic to believe that Oxbridge contributes in any substantial way to a lack of social mobility. A place at Oxbridge should be seen as an opportunity for self-improvement and learning at the highest standards whatever one's social background.

*Complete the summary using the list of words A to K below.*
The best schools tend to be found in the most **1**..... areas. This leads to a lack of **2** ..... in the state school system. For example, some parents will move closer to a better-performing state school, or failing this, pay for their children to be educated **3** ..... Children from poorer families can lose out, but the desire for one's children to do well at school is more **4** ..... than any sense of social justice.

| | | | |
|---|---|---|---|
| **A** deprived | **D** fairness | **G** important | **J** selectively |
| **B** valuable | **E** applicants | **H** privately | |
| **C** quality | **F** advantaged | **I** prosperous | |

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## IELTS Reading (Activity 39) Sentence endings

▶ **Rosetta Stone:** In 1799, a famous discovery was made in the small town of Rashid (known as Rosette by the French), 65 km from the city of Alexandria in northern Egypt. Napoleon Bonaparte's army were digging the foundations of a fort when they unearthed a large basalt slab, over 1.1 metres tall, 75 cm wide and 28 cm thick, weighing about 760 kg.

The 'Pierre de Rosette' (Rosetta Stone) dates back to 196 BC when the Macedonians ruled Egypt. The stone is of great historical value because it is carved with the same text written in two Ancient Egyptian scripts (hieroglyphics and Demotic) and in Greek. At the time of the discovery, Egyptian hieroglyphic writing could not be understood, and by comparing the symbols with the Greek text it was eventually deciphered. This allowed scholars to understand the meaning of Egyptian hieroglyphs dating back almost 4,000 years. In recent times, Egypt's head of antiquities, Dr Zahi-lawass, has lobbied for the return of the Rosetta Stone to Egypt, along with other prized antiquities like the 'Elgin Marbles' and the bust of Queen Nefertiti. The repatriation of artefacts of cultural heritage is a controversial and emotive issue. The problem is in deciding between what was taken on a fair basis and what was stolen. However, in 2002, 30 of the world's leading museums issued the joint declaration that 'objects acquired in earlier times must be viewed in the light of different sensitivities and values reflective of that earlier era'. Whilst this statement may suit the many museums that wish to conserve historically important artefacts, some of the objects are held sacred by the peoples and nations from which they originate. In the case of the Rosetta Stone, the British Museum donated a life-size replica of the stone to the town of Rashid (Rosetta) in 2005 and a giant copy in France marks the birthplace of Jean-Francois Champollian. Though not authentic items, these copies provide an opportunity for study and learning. The British Museum will loan treasured artefacts to other museums around the world, though in doing so it runs the risk of not getting them back.

Today the term 'Rosetta Stone' has been adopted by a language-learning company and is more likely to be recognized in this context than as an important cultural artefact.

*Complete each sentence with the correct ending, A to J, below.*

| | |
|---|---|
| **1** The head of Egypt's antiquities believes | **4** Where prized artefacts are concerned, there is a danger |
| **2** The return of antiquities to their country of origin is a topic | **5** Rosetta Stone is a name |
| **3** In 2002, 30 museums stated | |

| | |
|---|---|
| **A** that all items of cultural heritage should be repatriated. | **F** that reflects the values of an earlier period. |
| **B** that the taking of antiquities cannot be judged by today's standards. | **G** that provokes debate and generates strong feelings. |
| **C** that is associated more with language training than with antiquities. | **H** that some of the objects are held sacred. |
| **D** that was used by the French army. | **I** that borrowed items will not be conserved and protected. |
| **E** that the country's treasured antiquities belong in Egypt. | **J** that borrowed items will be kept and not returned. |

## IELTS Reading (Activity 40) Sentence endings

**Keep taking the tablets**: *The history of aspirin is a product of a rollercoaster ride through time, of accidental discoveries, intuitive reasoning and intense corporate rivalry.* Its properties have been known for thousands of years. Ancient Egyptian physicians used extracts from the willow tree as an analgesic, or pain killer. Centuries later the Greek physician Hippocrates recommended the bark of the willow tree as a remedy for the pains of childbirth and as a fever reducer. But it wasn't until the eighteenth and nineteenth centuries that salicylates the chemical found in the willow tree became the subject of serious scientific investigation. The race was on to identify the active Ingredient and replicate it synthetically. At the end of the nineteenth century a German company Friedrich Bayer & Co. succeeded in creating a relatively safe and very effective chemical compound, acetylsalicylic acid, which was renamed aspirin.

The late nineteenth century was a fertile period for experimentation, partly because of the hunger among scientists to answer some of the great scientific questions, but also because those questions were within their means to answer.

But an understanding of the nature of science and scientific inquiry is not enough on its own to explain how society innovates. In the nineteenth century, scientific advance was closely linked to the industrial revolution. This was a period when people frequently had the means, motive and determination to take an idea and turn it into reality. In the case of aspirin that happened piecemeal - a series of minor, often unrelated advances, fertilised by the century's broader economic, medical and scientific developments , that led to one big final breakthrough.

The link between big money and pharmaceutical innovation is also a significant one. Aspirin s continued shelf life was ensured because for the first 70 years of its life, huge amounts of money were put into promoting it as an ordinary everyday analgesic. In the 1070s other analgesics, such as ibuprofen and paracetamol, were entering the market, and the pharmaceutical companies then focused on publicising these new drugs . But just at the same time, discoveries were made regarding the beneficial role of aspirin in preventing heart attacks, strokes and other afflictions. *Complete each sentence with the correct ending*

**1** Ancient Egyptian and Greek doctors were aware of.
**2** Frederick Bayer & Co were able to reproduce
**3** The development of aspirin was partly due to the effects of
**4** The creation of a market for aspirin as a painkiller was achieved through

| List of endings | | |
|---|---|---|
| **A** the discovery of new medical applications. | **D** the industrial revolution | **G** the chemical found in the willow tree. |
| **B** the negative effects of publicity. | **E** the medical uses of a particular tree | **H** commercial advertising campaigns. |
| **C** the large pharmaceutical companies | **F** the limited availability of new drugs | |

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## IELTS Reading (Activity 41) — Sentence endings

▶ **Diprotodon, human, Pleistocene & modern wombat skeletons**

Imagine a bird three times the size of an ostrich, or a burrowing animal as big as an elephant. How about a kangaroo three metres tall? Such creatures were all Australian megafauna, alive during the Pleistocene. (A period 2.6 million-10,000 years ago)

Fifteen million years ago, 55 species of megafauna were widespread in Australia, the largest of which was-the marsupial diprotodon, weighing around 2700 kilograms (5952 lb). Giant snakes, crocodiles, and birds were also common. Wombats and kangaroos reached more than 200 kg (440 lb), and even koalas weighed 16 kg (35 lb). Then, rather suddenly, around 46 thousand years ago (46 kyr), all these animals became extinct. Some scientists claim this was due to environmental pressures, like climate change or fire; others favour predation.

At the end of the Pleistocene, humans reached Australia via Indonesia, and, according to the archaeological record, by 45 kyr their settlement was widespread. One hundred and sixty archaeological sites in Australia and New Guinea have been much surveyed. There is some disagreement about the dates of these sites; meantime, a forceful movement aims to push human settlement back before 45 kyr. Dating the rare bones of megafauna was highly controversial until 20 years ago, when a technique called optically stimulated luminescence (OSL) was developed. With OSL, the age of minerals up to 200 kyr can be established with +/- 10% accuracy.

The largest OSL dating of megafauna was carried out in 2001 by Roberts, who put the extinction date for megafauna at around 46 kyr, very early on in the time of human habitation.

*Complete each sentence with the correct ending, A-G, below.*

Write the correct letter; A-G, in boxes 27-30 on your answer sheet.

**1** Many animals in the Pleistocene were
**2** Australian megafauna became extinct
**3** The figure 45 kyr refers to
**4** OSL represented

**A** surprisingly swiftly.
**B** optically stimulated luminescence.
**C** over a long period of time.
**D** considerably larger than their modern equivalents.
**E** the date of megafaunal disappearance.
**F** human habitation of Australia.
**G** a breakthrough in dating technology.

## IELTS Reading (Activity 42) — Sentence endings

▶ **VANISHED:** *Who pulled the plug on the Mediterranean? And could it happen again? By Douglas McInnis*

Cannes. Monte Carlo. St Tropez. Magic names all. And much of the enchantment comes from the deep blue water that laps their shores. But what it somebody pulled the plug? Suppose the Mediterranean Sea were to vanish, leaving behind an expanse of salt desert the size of India. Hard to imagine? It happened.

The first indications of some extraordinary past events came in the 1960s, when geologists discovered that major rivers flowing into the Mediterranean had eroded deep canyons in the rock at the bottom of the sea. Further evidence came to light in 1970, when an international team chugged across the Mediterranean in a drilling ship to study the sea floor near the Spanish island of Majorca. Strange things started turning up in core samples: layers of microscopic plants and soil sandwiched between beds of salt more than two kilometres below today's sea level. The plants had grown in sunlight. Also discovered inside the rock were fossilized shallow-water shellfish, together with salt and silt: particles of sand and mud that had once been carried by river water. Could the sea floor once have been near a shoreline?

That question led Ryan and his fellow team leader, Kenneth Hsu, to piece together a staggering chain of events. About 5.8 million years ago, they concluded, the Mediterranean was gradually cut off from the Atlantic Ocean when continental drift pinned Morocco against Spain. As the opening became both narrower and shallower, the deep outward flow from sea to ocean was progressively cut off, leaving only the shallow inward flow of ocean water into the Mediterranean. As this water evaporated, the sea became more saline and creatures that couldn't handle the rising salt content perished. 'The sea's interior was dead as a door nail, except for bacteria,' says Ryan. When the shallow opening at Gibraltar finally closed completely, the Mediterranean, with only rivers to feed it, dried up and died. Meanwhile, the evaporated water was falling back to Earth as rain. When the fresh water reached the oceans, it made them less saline. With less salt in it to act as an antifreeze, parts of the ocean that would not normally freeze began to tum to ice. 'The ice reflects sunlight into space,' says Ryan. 'The planet cools. You drive yourself into an ice age.' Eventually, a small breach in the Gibraltar dam sent the process into reverse. Ocean water cut a tiny channel to the Mediterranean. As the gap enlarged, the water flowed faster and faster, until the torrent ripped through the emerging Straits of Gibraltar at more than 100 knots.' The Gibraltar Falls were 100 times bigger than Victoria Falls and a thousand times grander than Niagara. In the end the rising waters of the vast inland sea drowned the falls and warm water began to escape to the Atlantic, reheating the oceans and- the planet. *Complete each sentence with the correct ending*

| | |
|---|---|
| **1** The extra ice did not absorb the heat from the sun, so... | **3** The Earth and its oceans became warmer when **...** |
| **2** The speed of the water from the Atlantic increased as... | |

| | |
|---|---|
| **A** Africa and Europe crashed into each other. | **E** the Earth started to become colder. |
| **B** water started flowing from the Mediterranean. | **F** the channel grew bigger, creating the waterfalls. |
| **C** the sea was cut off from the ocean. | **G** all the ice on earth melted |
| **D** all the fish and plant life in the Mediterranean died. | |

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## IELTS Reading (Activity 43) — Paragraph headings

*From the list of headings below choose the most suitable heading for each paragraph. The options can be fewer.*

| List of headings | |
|---|---|
| i | Obesity in animals |
| ii | Hidden dangers |
| iii | Proof of the truth |
| iv | New perspective on the horizon |
| v | No known treatment |
| vi | Rodent research leads the way |
| vii | Expert explains energy requirements of obese people |
| viii | A very uncommon complaint |
| ix | Nature or nurture |
| x | Shifting the blame |

1 Paragraph **A**
2 Paragraph **B**
3 Paragraph **C**

▶ **Tackling Obesity in the Western World**

**A** Obesity is a huge problem in many Western countries and one which now attracts considerable medical interest as researchers take up the challenge to find a 'cure' for the common condition of being seriously overweight. However, rather than take responsibility for their weight, obese people have often sought solace in the excuse that they have a slow metabolism, a genetic hiccup which sentences more than half the Australian population (63% of men and 47% of women) to a life of battling with their weight. The argument goes like this: it doesn't matter how little they eat, they gain weight because their bodies break down food and turn it into energy more slowly than those with a so- called normal metabolic rate.

**B** 'This is nonsense,' says Dr Susan Jebb from the Dunn Nutrition Unit at Cambridge in England. Despite the persistence of this metabolism myth, science has known for several years that the exact opposite is in fact true. Fat people have faster metabolisms than thin people. 'What is very clear,' says Dr Jebb, 'is that overweight people actually burn off more energy. They have more cells, bigger hearts, bigger lungs and they all need more energy just to keep going.'

**C** It took only one night, spent in a sealed room at the Dunn Unit to disabuse one of their patients of the beliefs of a lifetime: her metabolism was fast, not slow. By sealing the room and measuring the exact amount of oxygen she used, researchers were able to show her that her metabolism was not the culprit. It wasn't the answer she expected and probably not the one she wanted but she took the news philosophically.

## IELTS Reading (Activity 44) — Paragraph headings

From the list of headings below choose the most suitable heading for each paragraph. *The options can be fewer.*

| | |
|---|---|
| i | Wide differences in leisure activities according to income |
| ii | Possible inconsistencies in Ms Costa's data |
| iii | More personal income and time influence leisure activities |
| iv | Investigating the lifestyle problem from a new angle |
| v | Increased incomes fail to benefit everyone |
| vi | A controversial development offers cheaper leisure activities |
| vii | Technology heightens differences in living standards |
| viii | The gap between income and leisure spending closes |
| ix | Two factors have led to a broader range of options for all |
| x | Have people's lifestyles improved? |

1 Paragraph **A**
2 Paragraph **B**
3 Paragraph **C**

▶ **Fun for the Masses**: *Americans worry that the distribution of income is increasingly unequal. Examining leisure spending, changes that picture*

**A** Are you better off than you used to be? Even after six years of sustained economic growth, Americans worry about that question. Economists who plumb government income statistics agree that Americans' incomes, as measured in inflation-adjusted dollars, have risen more slowly in the past two decades than in earlier times, and that some workers' real incomes have actually fallen. They also agree that by almost any measure, income is distributed less equally than it used to be. Neither of those claims, however, sheds much light on whether living standards are rising or falling. This is because 'living standard' is a highly amorphous concept. Measuring how much people earn is relatively easy, at least compared with measuring how well they live.

**B** A recent paper by Dora Costa, an economist at the Massachusetts Institute of Technology, looks at the living-standards debate from an unusual direction. Rather than worrying about cash incomes, Ms Costa investigates Americans' recreational habits over the past century. She finds that people of all income levels have steadily increased the amount of time and money they devote to having fun. The distribution of dollar incomes may have become more skewed in recent years, but leisure is more evenly spread than ever.

**C** Ms Costa bases her research on consumption surveys dating back as far as 1888. The industrial workers surveyed in that year spent, on average, three-quarters of their incomes on food, shelter and clothing. Less than 2% of the average family's income was spent on leisure but that average hid large disparities. The share of a family's budget that was spent on having fun rose sharply with its income: the lowest-income families in this working-class sample spent barely 1% of their budgets on recreation, while higher earners spent more than 3%. Only the latter group could afford such extravagances as theatre and concert performances, which were relatively much more expensive than they are today.

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## IELTS Reading (Activity 45) — Paragraph headings

From the list of headings below choose the most suitable heading for each paragraph. *The options can be fewer.*

**List of headings**

| | |
|---|---|
| **i** | Some success has resulted from observing how the brain functions. |
| **ii** | Are we expecting too much from one robot? |
| **iii** | Scientists are examining the humanistic possibilities. |
| **iv** | There are judgments that robots cannot make. |
| **v** | Has the power of robots become too great? |
| **vi** | Human skills have been heightened with the help of robotics. |
| **vii** | There are some things we prefer the brain to control. |
| **viii** | Robots have quietly infiltrated our lives |

**1** Paragraph **A**
**2** Paragraph **B**

▶ **Robots:** *Since the dawn of human ingenuity, people have devised ever more cunning tools to cope with work that is dangerous, boring, onerous, or just plain nasty. That compulsion has culminated in robotics - the science of conferring various human capabilities on machines.*

**A** The modern world is increasingly populated by quasi-intelligent gizmos whose presence we barely notice but whose creeping ubiquity has removed much human drudgery. Our factories hum to the rhythm of robot assembly arms. Our banking is done at automated teller terminals that thank us with rote politeness for the transaction. Our subway trains are controlled by tireless robo- drivers. Our mine shafts are dug by automated moles, and our nuclear accidents - such as those at Three Mile Island and Chernobyl - are cleaned up by robotic muckers fit to withstand radiation.

Such is the scope of uses envisioned by Karel Capek, the Czech playwright who coined the term 'robot' in 1920 (the word 'robota' means 'forced labor' in Czech). As progress accelerates, the experimental becomes the exploitable at record pace.

**B** Other innovations promise to extend the abilities of human operators. Thanks to the incessant miniaturisation of electronics and micromechanics, there are already robot systems that can perform some kinds of brain and bone surgery with submillimeter accuracy - far greater precision than highly skilled physicians can achieve with their hands alone . At the same time, techniques of long-distance control will keep people even farther from hazard. In 1994 a ten- foot-tall NASA robotic explorer called Dante, with video-camera eyes and with spiderlike legs, scrambled over the menacing rim of an Alaskan volcano while technicians 2,000 miles away in California watched the scene by satellite and controlled Dante's descent.

## IELTS Reading (Activity 46) — Paragraph matching

▶ **Taking soundings**

**A** Until recently it was thought that dolphins, porpoises and bats were the only mammals to use echolocation to locate prey and to navigate their environment. New research suggests that 'great whales', like the blue whale and the humpback whale, might be able to 'see' in a similar way. Underwater sound recordings of humpback whales have captured sonar clicks similar to those made by dolphins.

**B** The ability of 'great whales' to use sound to communicate has been known for decades. In deep water, where light cannot penetrate, whales use sound like we use our eyes. Low frequency vocalizations, in the form of grunts and moans are inaudible to the human ear, but form a pattern or song that enables whales to recognize their own species. Blue whales are the loudest animals on earth and their sounds can travel for hundreds of kilometres. Highly sensitive hearing allows whales to avoid shipping and to orientate themselves to the land by listening to waves crashing on the shore. Whales might also use sound to detect the seabed or polar ice packs by listening to the echoes of their own whale song. Man-made ocean sound, or 'noise pollution', can drown out whale calls. Increasing amounts of background noise from motorized shipping and from oil and gas drilling is making it difficult for whales to communicate and navigate via sound.

**C** Echolocation, also called bisonar, is a different form of sensory perception. A dolphin, for example, sends out a series of short clicks and waits for an echo to be reflected back from the obstacle or prey. Both the size and distance of an object can be determined from the echo. The clicks, known as ultrasound, consist of high-pitch (frequency) sound waves, well above the range of the human ear, and distinct from the low-pitched whale song. Whilst there is evidence supporting the use of ultrasound by whales, it has not been shown that they can use echolocation. Instead, the clicks might serve to scare and control shoals of small fish on which some whales prey.

**D** A major concern of environmentalists is that high-power military sonar might dis- orientate or harm whales, and that it is responsible for the mass strandings seen on beaches. However, whales were beaching themselves before the invention of sonar and evidence from fossils indicates that stranding goes back thousands of years.

*Reading Passage 2 has five paragraphs A to E. Which paragraph contains the following information?*
*Write A, B, C, D or E. You may use any letter more than once.*

**1** an example of sound being used other than for navigation and location of prey.
**2** examples of mammals other than whales and dolphins that use echolocation.
**3** how man's behaviour has increased the number of whales being stranded.
**4** why people cannot hear whale song.

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## IELTS Reading (Activity 47) — Paragraph matching

**▶Why are so few tigers man-eaters?**

**A** As you leave the Bandhavgarh National Park in central India, there is a notice which shows a huge, placid tiger. The notice says, 'You may not have seen me, but I have seen you.' There are more than a billion people In India and Indian tigers probably see humans every single day of their lives. Tigers can and do kill almost everything they meet in the jungle, they will kill even attack elephants and rhino. Surely, then, it is a little strange that attacks on humans are not more frequent.

**B** Some people might argue that these attacks were in fact common in the past . British writers of adventure stories, such as Jim Corbett, gave the impression that village life in India in the early years of the twentieth century involved a stage of constant siege by man-eating tigers.

**C** It is widely assumed that the constraint is fear; but what exactly are tigers afraid of? Can they really know that we may be even better armed that they are? Surely not. Has the species programmed the experiences of all tigers with humans its genes to be inherited as instinct? Perhaps, But I think the explanation may be more simple and, in a way, more intriguing.

**D** Since the growth of ethology (behaviour of animals in their natural habitats) in the 1950s. We have tried to understand animal behaviour from the animal's point of view.

**E** I suspect that a tiger's afraid of humans lies not in some preprogramed ancestral logic but in the way he actually perceives us visually. If you think like a tiger, a human in a car might appear just to be a part of the car, and because tigers don't eat cars the human is safe-unless the car is menacing the tiger or its cubs, in which case a brave or enraged tiger may charge.

**F** If the theory that a tiger is disconcerted to find that a standing human is both very big and yet somehow invisible is correct, the opposite should be true of a squatting human. A squatting human is half he size and presents twice the spread of back, and more closely resembles a medium-sized deer. If tigers were simply frightened of all humans, then a squatting person would be no more attractive as a target than a standing one. This, however appears not to be the case. Many incidents of attacks on people involving villagers squatting or bending over to cut grass for fodder or building material.

**G** The fact that humans stand upright may therefore not just be something that distinguishes them from nearly all other species, but also a factor that helped them to survive in a dangerous and unpredictable environment. *Reading Passage 2 has seven paragraphs labelled A-G. Which paragraph contains the following information?*

| |
|---|
| **1** a rejected explanation of why tiger attacks on humans are rare |
| **2** a reason why tiger attacks on humans might be expected to happen more often than they do |
| **3** examples of situations in which humans are more likely to be attacked by tigers |
| **4** a claim about the relative frequency of tiger attacks on humans |
| **5** an explanation of tiger behaviour based on the principles of ethology |

## IELTS Reading (Activity 48) — Paragraph matching

**▶ Jumping spiders**

*Peter Aldhons examines how Portia spiders catch their prey*

**A** For a stalking predator, the element of surprise is crucial. And for jumping spiders that sneak onto other spiders' webs to prey on their owners, it can be the difference between having lunch and becoming it. Now zoologists have discovered the secret of these spiders' tactics: creeping forward when their prey's web is vibrating.

**B** The fifteen known species of Portia jumping spiders are relatively small, with adults being about two centimetres long (that's smaller than the cap on most pens). They habitually stay in the webs of other spiders, and in an area of these webs that is as out- of—the—way as possible. Portia spiders live mostly in tropical forests, where the climate is hot and humid. They hunt a range of other spiders, some of which could easily turn the tables on them. 'They will attack something about twice their own size if they are really hungry,' says Stimson Wilcox of Binghamton University in New York State.

**C** All jumping spiders have large eyes that look like binocular lenses, and they function pretty much the same way. Most jumping spiders locate their prey visually and then jump and capture from 1 cm to over 10 cm away.

**D** The researchers allowed various prey spiders to spin webs in the laboratory and then introduced Portia spiders. To simulate the shaking effect of a breeze the zoologists used either a model aircraft propeller or attached a tiny magnet to the centre of the web which could be vibrated by applying a varying electrical field.

**E** It is the Portia spider's tactic of making its victims' webs shake that has most intrigued the researchers. They noticed that the spiders would sometimes shake their quarry's web violently, then creep forwards up to five millimetres before the vibrations died down. 'They'd make a big pluck with one of their hind legs,' says Wilcox. These twangs were much more powerful than the gentler vibrations Portia spiders use to mimic a trapped insect, and the researchers were initially surprised that the prey spiders did not respond to them in any way.

**F** Other predators make use of natural 'smokescreens' or disguises to hide from their prey: lions hunting at night, for example, move in on their prey when clouds obscure the moon. 'But this is the first example of an animal making its own smokescreen that we know of,' says Wilcox. 'Portia spiders are clearly intelligent and they often learn from their prey as they are trying to capture it. They do this by making different signals on the web of their prey until the prey spider makes a movement.

*The Reading Passage has six paragraphs labelled A—F. Which paragraph contains the following information? You may use any letter more than once.*

| | |
|---|---|
| **1** the reaction of the Portia spider's prey to strong web vibrations | **6** the reason why concealment is important to Portia spiders |
| **2** a description of how the researchers set up their experiment | **7** a description of the Portia spider's habitat |
| **3** a comparison between Portia spiders and another animal species | **8** the number of species of Portia spiders |
| **4** an explanation of how the researchers mimicked natural conditions | **9** an example of the Portia spider's cleverness |
| **5** a comparison between Portia spiders and their prey | |

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## IELTS Reading (Activity 49) Classification

▶ **Sleep Apnea**

Sleep apnea is a common sleeping disorder. It affects a number of adults comparable to the percentage of the population that suffers from diabetes. The term *apnea* is of Greek origin and means 'without breath." Sufferers of sleep apnea stop breathing repeatedly while they sleep. This can happen hundreds of times during the night, each gasp lasting from 10 to 30 seconds. In extreme cases, people stop breathing for more than a minute at a time.

There are three different types of sleep apnea, with obstructive sleep apnea being the most common. Obstructive sleep apnea (OSA), which affects 90 per cent of sleep apnea sufferers, occurs because of an upper airway obstruction. A person's breathing stops when air is somehow prevented from entering the trachea. The most common sites for air to get trapped include the nasal passage, the tongue, the tonsils, and the uvula. Fatty tissue or tightened muscles at the back of a throat can also cause the obstruction. Central sleep apnea has a different root cause, though the consequences are the same. In central sleep apnea, the brain forgets to send the signal that tells the muscles that it's time to breathe. The term central is used because this type of apnea is related to the central nervous system rather than the blocked airflow. The third type of sleep apnea, known as mixed apnea, is a combination of the two and is the most rare form. Fortunately, in all types of apnea, the brain eventually signals for a person to wake up so that breathing can resume. However, this continuous pattern of interrupted sleep is hard on the body and results in very little rest.

*The passage describes three different types of sleep apnea.*

*Which of the characteristics below belongs to which type of sleep apnea?*

**A** *if it is a characteristic of obstructive sleep apnea.*
**B** *if it is a characteristic of central sleep apnea.*
**C** *if it is a characteristic of mixed apnea.*

**1** Its root cause is a blockage at the trachea.
**2** It is connected exclusively with the nervous system.
**3** It involves blocked airflow and a brain malfunction.
**4** It is the most unusual type of sleep apnea.
**5** It is the most common form of sleep apnea.

## IELTS Reading (Activity 50) Classification

▶ **Hacked off**

Internet security, or rather the lack of it, is the bane of today's computer user. Computer hackers write malicious computer programs (or malware) that infect vulnerable computers and modify the way they operate. Typically, these programs are downloaded from the internet inadvertently with a single click of the mouse. The consequences are detrimental to the user, ranging from a minor nuisance — for example, slowing the computer's speed - to a major financial loss for an individual or company, when login and password details are accessed and fraud ensues. Examples of malware include viruses, worms, trojans (Trojan horses), spyware, keystroke logging, scareware and dishonest adware.
virus can be released when a user opens an e-mail and downloads an attachment. The text portion of the e-mail cannot carry any malware but the attachment may contain a virus, for example in a macro (a short program) embedded in a worksheet document, such as Excel. Viruses can replicate and if they spread to the host computer's boot sector files they can leave the user with a 'blue-screen of death'. In this circumstance, the blue-screen is accompanied by a message that starts
'A problem has been detected and Windows has been shut down to prevent damage to your computer'. Whilst malware cannot physically damage the computer's hard drive the information on the boot sector has been destroyed and the computer is unable to function. In a worst case scenario the hard disk has to be wiped clean by reformatting, before the operating system can be reinstalled, in which case every program and file will be lost.

Unlike a virus, a worm can infect a computer without the user downloading an attachment, so it can spread through a network of computers at tremendous speed. The ability of worms to replicate in this way means that they can infect every contact in the user's e-mail address book and potentially every e-mail contact in each recipients computer. Instant messaging programs and social networking sites are similarly at risk. A main feature of a worm is that it slows the computer down by consuming memory or hard disk space so that the computer eventually locks up.

*Classify the following as typical of*

**A** a virus
**B** a worm
**C** a virus and a worm

**1** requires user input to infect a computer.
**2** can duplicate itself.
**3** reduces the computers speed.
**4** do not damage the hard drive.

@IELTS_8

## IELTS Reading (Activity 51) Classification

▶ **AIRPORTS ON WATER**

River deltas are difficult places for map makers. The river builds them up, the sea wears them down; their outlines are always changing. The changes in China's Pearl River delta, however, are more dramatic than these natural fluctuations. An island six kilometres long and with a total area of 1248 hectares is being created there. And the civil engineers are as interested in performance as in speed and size. This is a bit of the delta that they want to endure.

The new island of Chek Lap Kok, the site of Hong Kong's new airport, is 83% complete. The giant dumper trucks rumbling across it will have finished their job by the middle of this year and the airport itself will be built at a similarly breakneck pace.

As Chek Lap Kok rises, however, another new Asian island is sinking back into the sea. This is a 520-hectare island built in Osaka Bay, Japan, that serves as the platform for the new Kansai airport. Chek Lap Kok was built in a different way, and thus hopes to avoid the same sinking fate.

The usual way to reclaim land is to pile sand rock on to the seabed. When the seabed oozes with mud, this is rather like placing a textbook on a wet sponge: the weight squeezes the water out, causing both water and sponge to settle lower. The settlement is rarely even: different parts sink at different rates. So buildings, pipes, roads and so on tend to buckle and crack. You can engineer around these problems, or you can engineer them out. Kansai took the first approach; Chek Lap Kok is taking the second.

The differences are both political and geological. Kansai was supposed to be built just one kilometre offshore, where the seabed is quite solid. Fishermen protested, and the site was shifted a further five kilometres. That put it in deeper water (around 20 metres) and above a seabed that consisted of 20 metres of soft alluvial silt and mud deposits. Worse, below it was a not-very- firm glacial deposit hundreds of metres thick.

*Classify the following statements as applying to*

**A** Chek Lap Kok airport only **B** Kansai airport only **C** Both airports

**1** having an area of over 1000 hectares
**2** built in a river delta
**3** built in the open sea
**4** built by reclaiming land
**5** built using conventional methods of reclamation

## IELTS Reading (Activity 52) Classification

▶ **Bathymetry**

The ocean floor is often considered the last frontier on earth, as it is a domain that remains greatly unexplored. Bathymetry, also known as seafloor topography, involves measuring and mapping the depths of the underwater world. Today much of the ocean floor still remains unmapped because collecting bathymetry data in waters of great depth is a time consuming and complex endeavor.

Two hundred years ago most people assumed that the ocean floor was similar to the beaches and coastlines. During the nineteenth century attempts to produce maps of the seafloor involved lowering weighted lines from a boat, and waiting for the tension of the line to change. When the hand line hit the ocean floor, the depth of the water was determined by measuring the amount of slack.

During World War I, scientists developed the technology for measuring sound waves in the ocean. Anti-Submarine Detection Investigation Committee (ASDICs) was the original name for these underwater sound projectors, but by World War II the term sonar was adopted in the United States and many other nations. Sonar, which stands for Sound, Navigation, and Ranging, was first used to detect submarines and icebergs. By calculating the amount of time it took for a sound signal to reflect back to its original source, sonar could measure the depth of the ocean as well as the depth of any objects found within it.

The multibeam sonar, which could be attached to a ship's hull, was developed in the 1960s. With this type of sonar, multiple beams could be adjusted to a number of different positions, and a larger area of the ocean could be surveyed. Maps created with the aid of multibeam sonar helped to explain the formation of ridges and trenches, including the Ring of Fire and the Mid-Ocean Ridge. The Ring of Fire is a zone that circles the Pacific Ocean and is famous for its seismic activity. This area, which extends from the coast of New Zealand to the coast of North and South America, also accounts for more than 75 percent of the world's active and dormant volcanoes. The Mid-Ocean Ridge is a section of undersea mountains that extends over 12,000 feet high and 1,200 miles wide. These mountains, which zigzag around the continents, are generally considered the most outstanding topographical features on earth.

*Match each description below with the ocean region that it describes.*

**A** it it describes the Ring of Fire
**B** it it describes the Mid-Ocean Ridge

**1** It is known for the earthquakes that occur there.
**2** It is over one thousand miles wide.
**3** It is a mountain range.
**4** It contains the majority of the earth's volcanoes.

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## IELTS Reading (Activity 53) Classification

▶ **To assess the advantages and disadvantages of different types of fuel**

America is abuzz with talk of replacing imported oil with 'biofuels' produced from homegrown materials. The US Environmental Protection Agency recently honoured famous country and western singer Willie Nelson for his efforts to promote the use of biodiesel through his own 'BioWillie' brand, a vegetable oil-based fuel which is now being distributed at filling stations nationally. Clearly, many hurdles stand in the way of making such biofuels commercially viable with traditional sources. Indeed, it remains very difficult to forecast whether powering our vehicles with crop derivatives will ever be a truly economic proposition. Nevertheless, it is not too early to ponder what impact the widespread adoption of biofuels would have on our environment. Michael S. Briggs, a biodiesel advocate at the University of New Hampshire, has estimated that the United States would need about 140 billion gallons of biodiesel each year to replace all the petroleum-based transportation fuels currently being used. This calculation is premised on the idea that Americans could, overtime, switch to using diesel vehicles, as European drivers are clearly doing — half of the new cars sold there now run on standard diesel. Although one could make a similar appraisal for the amount of sugar-derived ethanol needed to meet our needs, it is unlikely that drivers would ever want to fill up their tanks entirely with ethanol, which contains only two-thirds of the energy of gasoline, whereas biodiesel is only 2 per cent less fuel-efficient than petroleum-based diesel. Hence a switch to biofuels would demand no new technology and would not significantly reduce the driving range of a car or truck.

The main source of biodiesel is plant oil derived from crops such as rapeseed. An acre of rapeseed could provide about 100 gallons of biodiesel per year. To fuel America in this way would thus require 1.4 billion acres of rapeseed fields. This number is a sizeable fraction of the total US land area (2.4 billion acres) and considerably more than the 400 million acres currently under cultivation. Consequently, the burden on freshwater supplies and the general disruption that would accompany such a switch in fuel sources would be immense.

*Classify the following characteristics as belonging to*
**A** biodiesel **B** ethanol **C** ordinary diesel
*Write the correct answers A—C next to questions 1-5.*

**1** Produced by a popular American entertainer.....
**2** 50% of new cars in Europe use this fuel.....
**3** Provides two thirds of the power of standard petrol.....
**4** Your car's performance will be almost unchanged if you change to this fuel.....
**5** Production can have a negative impact on water resources. .....

## IELTS Reading (Activity 54) Classification

▶ **Some Facts and Theories about Flu:** The flu, more properly known as influenza, takes its name from the fact that it is so easily transmitted from person to person (influenza is the Italian word for influence'). Usually, contamination occurs through direct contact with secretions from an infected person. Its spread is also possible from contaminated airborne particles, such as those that occur when someone coughs or sneezes. However, it should be made clear that the risk is not great from simply being in the same room as an infected person, since the flu virus, unlike other respiratory viruses, does not dissolve in the air. Within 4-6 hours of someone catching the flu, the virus multiplies in infected cells and the cells burst, spreading the virus to other cells nearby.

One of the body's responses to flu is the creation of antibodies which recognise and destroy that particular strain of flu virus. What fascinates most researchers in the field is that the human body seems capable of storing these antibodies over a whole lifetime in case of future attack from the same or similar strains of flu. It was while researching these antibodies that scientists turned their attention back to what was possibly the worst ever flu pandemic in the world. The actual number of deaths is disputed, but the outbreak in 1918 killed between 20 and 50 million people. It is also estimated that one fifth of the population of the world may have been infected.

It is hoped that, in the near future, we might be able to isolate the antibodies and use them to vaccinate people against further outbreaks.

Yet vaccination against the flu is an imprecise measure. At best, the vaccine protects us from the variations of flu that doctors expect that year. If their predictions are wrong in any particular year, being vaccinated will not prevent us from becoming infected. This is further complicated by the fact that there are two main types of flu, known as influenza A and influenza B. Influenza B causes less concern as its effects are usually less serious. Influenza A, however, has the power to change its genetic make-up. Although these genetic changes are rare, they create entirely new strains of flu against which we have no protection. it has been suggested that this is what had happened immediately prior to the 'I91 8 outbreak, with research indicating that a genetic shift had taken place in China.

*Classify the following statements as characterising*

| |
|---|
| **A** something known by scientists to be true |
| **B** something believed by scientists to be true |
| **C** something known by scientists to be false |

**1** Sharing a room with a flu sufferer presents a very high risk to your health
**2** One fifth of the people in the world caught the flu in 1918.
**3** influenza A viruses do not change their genetic make-up frequently.

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## IELTS Reading (Activity 55) Classification

▶ **Scratching the surface**

They are insidious skin parasites, infesting the occupants of factories and offices. They cause itching, prickling and crawling sensations in the skin that are almost untreatable. These creatures may only exist in the mind, but their effects are real and infectious.

The classic case occurred in a US laboratory in I966. After new equipment was installed, workers started to suffer from itching and sensations of insects crawling over them. Complaints multiplied and the problem, attributed to 'cable mites' started to spread to relatives of the victims. A concerted effort was made to exterminate the mites using everything from DDT and mothballs to insecticide and rat poison.

Nothing worked. Thorough examination by scientific investigators could not locate any pests, or even signs of actual parasite attacks. However, they did find small particles of rockwool insulation in the air, which could cause skin irritation. A cleaning programme was introduced and staff were assured the problem had been solved. The cable mite infestation disappeared.

Another I960s case occurred in a textile factory. Where workers complained of being bitten by insects brought into the factory in imported cloth. Dermatitis swept through the workforce. but it followed a curious pattern. Instead of affecting people in one particular part of the factory, the bugs seemed to be transmitted through employees' social groups. No parasites could be found.

A third infestation spread through office staff going through dusty records that had lain untouched for decades. They attributed their skin problems to 'paper mites', but the cause was traced to irritation from paper splinters.

These are all cases of illusions of parasitosis, where something in the environment is misinterpreted as an insect or other pest. Everyone has heard of delirium tremens. When alcoholics or amphetamine users experience the feeling of insects crawling over their skin, but other factors can cause the same illusion.

*Classify statements 1-5 according to whether they apply to*

**A** the laboratory **B** the factory **C** the office

**1** Workers who met each other socially suffered from the condition.
**2** The victims were all working with old documents.
**3** They tried to kill the insects they thought were responsible.
**4** They said the creatures had come in material from abroad.
**5** Employees' families were affected by the condition.

## IELTS Reading (Activity 56) Classification

▶ **Universities in Britain**

Today in Britain there are 124 state universities, but only one private university — the University of Buckingham. Before the I9th century there were only six universities: Oxford. Cambridge, old universities Aberdeen. Edinburgh, Glasgow and St Andrews... Universities were usually linked to the Church and were established between the I3th and I5th centuries. They often have good reputations, beautiful old buildings, traditions and usually offer a wide range of courses.

A number of new universities were established in the I960s when children born after World War II entered the higher education system. The government decided to expand higher education to educate these students. The advantage of these universities is that new universities they are well planned and most of the living and teaching facilities are on campus.)

Before 1992, higher education in the UK was split into polytechnics and universities. The polytechnics provided skilled people for the industries situated in their region — they focused on vocational and professional subjects. For many years, polytechnics didn't have the same influence as universities. However, by 1992, educational standards in polytechnics were as good as universities and many became universities. Many of these universities also Former polytechnics offer diploma courses.

These universities are made of several smaller colleges which come together to form a single university under a senate committee. There are only seven of these institutions in the UK — London University, Oxford and Cambridge are examples. Specialist colleges offer university colleges a range of courses in one discipline — for example agriculture, music, design or medicine. Some of these colleges may only offer postgraduate programmes. These colleges are usually small, with a limited number of students. old universities have different locations. The older universities often have teaching facilities and student accommodation situated close together. Students in these usually socialise in a particular part of the city and there is a strong sense of community despite being in a large city. Some city campuses are situated on the outskirts of the city.

*Classify the following descriptions as referring to (You may use any answer more than once)*

**OU** (old universities) **CU** (civic universities) **NU** (new universities) **FP** (Former polytechnics) **UC** (university colleges)

**1** ..... Have accommodation and educational facilities on campus.
**2** ..... provide various courses on a single subject.
**3** ..... have lecturers and students living in the same place.
**4** ..... were linked to religious institutions.
**5** ..... offer diploma courses.

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## IELTS Reading (Activity 57) — Classification

▶ **Airports on water**

River deltas are difficult places for map makers. The river builds them up, the sea wears them down; their outlines are always changing. The changes in China's Pearl River delta, however, are more dramatic than these natural fluctuations. An island six kilometres long and with a total area of 1248 hectares is being created there. And the civil engineers are as interested in performance as in speed and size. This is a bit of the delta that they want to endure.

The new island of Chek Lap Kok, the site of Hong Kong's new airport, is 83% complete. The giant dumper trucks rumbling across it will have finished their job by the middle of this year and the airport itself will be built at a similarly breakneck pace.

As Chek Lap Kok rises, however, another new Asian island is sinking back into the sea. This is a 520-hectare island built in Osaka Bay, Japan, that serves as the platform for the new Kansai airport. Chek Lap Kok was built in a different way, and thus hopes to avoid the same sinking fate.

The usual way to reclaim land is to pile sand rock on to the seabed. When the seabed oozes with mud, this is rather like placing a textbook on a wet sponge: the weight squeezes the water out, causing both water and sponge to settle lower. The settlement is rarely even: different parts sink at different rates. So buildings, pipes, roads and so on tend to buckle and crack. You can engineer around these problems, or you can engineer them out. Kansai took the first approach; Chek Lap Kok is taking the second.

The differences are both political and geological. Kansai was supposed to be built just one kilometre offshore, where the seabed is quite solid. Fishermen protested, and the site was shifted a further five kilometres. That put it in deeper water (around 20 metres) and above a seabed that consisted of 20 metres of soft alluvial silt and mud deposits. Worse, below it was a not-very- firm glacial deposit hundreds of metres thick.

Classify the following statements as applying to

**A** *Chek Lap Kok airport only*
**B** *Kansai airport only*
**C** *Both airports*

Write the appropriate letters A-C in boxes 1-5 on your answer sheet.

**1** having an area of over 1000 hectares
**2** built in a river delta
**3** built in the open sea
**4** built by reclaiming land
**5** built using conventional methods of reclamation

## IELTS Reading (Activity 58) — Matching features

▶ **Life without death:** Until recently, the thought that there might ever be a cure for ageing seemed preposterous. Growing older and more decrepit appeared to be an inevitable and necessary part of being human. In June last year a small American company called Eukarion sought permission to carry out the first trials of an anti—ageing drug, SCS, on human beings. Although it will initially be used to treat diseases associated with old age, Eukarion said, that 'if the effect of treating diseases of old age is to extend life, everyone's going to be happy'. Some scientists, however, are quick to discourage extravagant speculation. 'There is no evidence whatsoever that swallowing any chemical would have an effect on mammals', says Rich Miller of the University of Michigan. 'And those people who claim it might need to go out and do some experimenting'. Some research, moreover, has produced alarming results. As well as controlling aging, these genes also partly control the hormones which regulate growth.

Quite apart from these sorts of horrors, the ethical implications of extending human lifespan are likely to worry many people. Even if the falling birth-rates reported in the world's developed nations were to be repeated throughout the world, would this be sufficient to compensate for massively extended life-expectancy, and would we be willing to see the demographic balance of our society change out of all recognition? David Gems, the head of the Centre for Research into Ageing at University College, London, is enthusiastic about the opportunities opened up by extended life, but even he observes, 'If people live much longer, the proportion of children would, of course, be very small. It strikes me it might feel rather claustrophobic; all those middle-aged people and very few children or young people'. The philosopher John Polkinghorne emphasises that any discussion of the merits of life-extending therapies must take into account the quality of the life that is lived. But Polkinghorne, a member of the Human Genetics Commission, also observes that so far our experience of extended life-expectancy has not resulted in world—weariness. Throughout the last century, life-expectancy rose consistently, thanks to improved diet, better hygiene, continuous medical innovation and the provision of free or subsidised healthcare....' he says. 'By and large, the doubling of human lifespan we have seen since then has not been a bad thing. Life has not become frustrating and boring. For example, we now live to see our children's children, and this is good.'*Match each name with the opinion which the person or organisation expressed.*

*Match each name with the opinion which the person or organisation expressed.*

**List of people:** **1** Eukarion **2** Rich Miller **3** David Gems **4** John Polkinghorne

**A** Increases in longevity may cause unwelcome changes in society.
**B** People will live longer but become tired of life.
**C** Past experience shows that people do not lose interest in life as a result of living longer.
**D** There is no scientific proof that any drug can prolong human life expectancy.
**E** One medicine we are developing may have a welcome benefit apart from its original purpose.
**F** Using drugs

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## IELTS Reading (Activity 59) — Matching features

▶ **To MBA or not to MBA?** You could be forgiven for thinking just about every man and his dog has an MBA these days,' says Anthony Hesketh, of Lancaster University management school. We know what he means. Such is the worldwide growth and awareness of the MBA that this icon of career advancement and high salaries has almost become synonymous with postgraduate education in the business sector.

Two key distinctions exist in matching what aspiring students want with what the universities offer: first is generalization versus specialization, and second is pre-experience versus post-experience, and the two distinctions are interlinked. Carol Blackman, of the University of Westminster school of business, explains the first distinction. 'Specialist masters programmes are designed either for career preparation in a clearly defined type of job or profession, or are intended to develop or enhance professional competence in individuals who are already experienced'. Nunzio Quacquarelli, chief executive of topcareers.net; 'Clearly, salary differentials for those with a second degree, but no significant work experience, do not match those of a good MBA and a number of years in the workplace According to the AGR (UK's Association of Graduate Recruiters) research, about 14% of employers offered a better salary to those new graduates with a masters — or even a doctorate. In my view, the salary improvement of 10% to 15% largely reflects the recruit's age and earning expectancy rather than the increase in human capital perceived by the employer. Contrast this with our latest topmba.com MBA Recruiters Survey results which shows that the average salary paid to an MBA with good work experience in the US and Europe is US $80,000 — around two and a half times the average starting salary for a young postgraduate.'

Anthony Hesketh poses the question whether holding a second degree may even be a disadvantage. 'I have seen many reports over the years suggesting that employers view postgraduates as eminently less employable than those with a first degree. Drive, motivation and career focus, not to mention ability, are what employers value and are prepared to pay for. A postgraduate immediately has an uphill task explaining an additional year, or three years, of study.'

According to Dr Nic Beech, of the University of Strathclyde graduate school of business: 'The MSc in business management (MBM), offered at USGSB is suitable for students with a good first degree — particularly a non-business first degree but little or no business experience. *Match the four people with the points*

**List of people:** **A** Anthony Hesketh **B** Carol Blackman **C** Nunzio Quacquarelli **D** Nic Beech

**1** Employees with postgraduate qualifications earn more because they are older and expect more.
**2** It can be difficult to convince an employer that the extra time spent at university was necessary.
**3** One type of course focuses on a particular aspect of business, whereas the other is more general in approach.
**4** Graduates who have neither worked in nor studied business are suited to our programme.
**5** There is evidence that companies may prefer to employ people without a masters degree.

## IELTS Reading (Activity 60) — Matching features

▶ **Change in business organisations:** A The forces that operate to bring about change in organisations can be thought of as winds which are many and varied - from small summer breezes that merely disturb a few papers, to mighty howling gales which cause devastation to structures and operations, causing consequent reorientation of purpose and rebuilding. Sometimes, however, the winds die down to give periods of relative calm, periods of relative organisational stability. Such a period was the agricultural age, which Goodman (1995) maintains prevailed in Europe and western societies as a whole until the early 1700s. During this period, wealth was created in the context of an agriculturally based society influenced mainly by local markets (both customer and labour) and factors outside people's control, such as the weather. During this time, people could fairly well predict the cycle of activities required to maintain life, even if that life might be at little more than subsistence level.

B To maintain the meteorological metaphor, stronger winds of change blew to bring in the Industrial Revolution and the industrial age. Again, according to Goodman, this lasted for a long time, until around 1945. It was characterised by a series of inventions and innovations that reduced the number of people needed to work the land and, in turn, provided the means of production of hitherto rarely obtainable goods; for organisations, supplying these in ever increasing numbers became the aim. To a large extent, demand and supply were predictable, enabling companies to structure their organisations along what Burns and Stalker (1966) described as mechanistic lines, that is as systems of strict hierarchical structures and firm means of control. C This situation prevailed for some time, with demand still coming mainly from the domestic market and organisations striving to fill the 'supply gap'. Thus the most disturbing environmental influence on organisations of this time was the demand for products, which outstripped supply. The saying attributed to Henry Ford that 'You can have any colour of car so long as it is black', gives a flavour of the supply-led state of the market. Apart from any technical difficulties of producing different colours of car, Ford did not have to worry about customers' colour preferences: he could sell all that he made. Organisations of this period can be regarded as 'task-oriented', with effort being put into increasing production through more effective and efficient production processes.

D As time passed, this favourable period for organisations began to decline. In the neo-industrial age , people became more discriminating in the goods and services they wished to buy and, as technological advancements brought about increased productivity, supply overtook demand . Companies began, increasingly, to look abroad for additional markets. *Match each characteristic with the correct period, A, B or C.*

**1** a surplus of goods.
**2** an emphasis on production quantity.
**3** the proximity of consumers to workplaces.
**4** a focus on the quality of goods.
**5** new products and new ways of working.

**List of periods**
**A** The agricultural age
**B** The industrial age
**C** The neo-industrial age

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## IELTS Reading (Activity 61) — Matching features

▶ **Dressed to dazzle**

As high-tech materials invade high-street fashion, prepare for clothes that are cooler than silk and warmer than wool, keep insects at arm's length, and emit many pinpricks of coloured light.

The convergence of fashion and high technology is leading to new kinds of fibres, fabrics and coatings that are imbuing clothing with equally wondrous powers. Corpe Nove, an Italian fashion company, has made a prototype shirt that shortens its sleeves when room temperature rises and can be ironed with a hairdryer. And at Nexia Biotechnologies, a Canadian firm, scientists have caused a stir by manufacturing spider silk from the milk of genetically engineered goats. Not surprisingly, some industry analysts think high-tech materials may soon influence fashion more profoundly than any individual designer.

A big impact is already being made at the molecular level. Nano-Tex, a subsidiary of American textiles maker Burlington, markets a portfolio of nanotechnologies that can make fabrics more durable, comfortable, wrinkle-free and stain-resistant. The notion of this technology posing a threat to the future of the clothing industry clearly does not worry popular fashion outlets such as Gap, Levi Strauss and Lands' End, all of which employ Nano-Tex's products. Meanwhile, Schoeller Textil in Germany, whose clients include famous designers Donna Karan and Polo Ralph Lauren, uses nanotechnology to create fabrics that can store or release heat.

Sensory Perception Technologies (SPT) embodies an entirely different application of nanotechnology. Created in 2003 by Quest International, a flavour and fragrance company, and Woolmark, a wool textile organisation, SPT is a new technique of embedding chemicals into fabric. Though not the first of this type, SPT's durability (evidently the microcapsule containing the chemicals can survive up to 30 washes) suggests an interesting future. Designers could incorporate signature scents into their collections. Sportswear could be impregnated with anti-perspirant. Hayfever sufferers might find relief by pulling on a T-shirt, and so on.

The loudest buzz now surrounds polylactic acid (PLA) fibres — and, in particular, one brand-named Ingeo. Developed by Cargill Dow, it is the first man-made fibre derived from a 100% annually renewable resource.

*Match each company with the correct material. NB You may use any answer more than once.*

**1** Corpe Nove ..... **2** Nexia Biotechnologies ..... **3** Nano-Tex ..... **4** Schoeller Textil .....
**5** Quest International and Woolmark ..... **6** Cargill Dow .....

**New materials:** **A** material that can make you warmer or cooler **B** clothing with perfume or medication added
**C** material that rarely needs washing **D** clothes that can change according to external heat levels **E** material made from banana stalks
**F** material that is environmentally-friendly **G** fibres similar to those found in nature **H** clothes that can light up in the dark

## IELTS Reading (Activity 62) — Matching features

▶ **Glaciers:**

Besides the earth's oceans, glacier ice is the largest source of water on earth. A glacier is a massive stream or sheet of ice that moves underneath itself under the influence of gravity. Some glaciers travel down mountains or valleys, while others spread across a large expanse of land. The Greenland ice sheet is almost 10,000 feet thick in some areas, and the weight of this glacier is so heavy that much of the region has been depressed below sea level. Smaller glaciers that occur at higher elevations are called *alpine* or valley glaciers. Another way of classifying glaciers is in terms of their internal temperature. in temperate glaciers, the ice within the glacier is near its melting point. Polar glaciers, in contrast, always maintain temperatures far below melting.

The majority of the earth's glaciers are located near the poles, though glaciers exist on all continents, including Africa and Oceania. While glaciers rely heavily on snowfall, other climactic conditions including freezing rain, avalanches, and wind, contribute to their growth. One year of below average precipitation can stunt the growth of a glacier tremendously. With the rare exception of surging glaciers, a common glacier flows about 10 inches per day in the summer and 5 inches per day in the winter. The fastest glacial surge on record occurred in 1953, when the Kutiah Glacier in Pakistan grew more than 12 kilometres in three months.

Besides the extraordinary rivers of ice, glacial erosion creates other unique physical features in the landscape such as horns, fjords, hanging valleys, and cirques. Most of these land- forms do not become visible until after a glacier has receded. Many are created by moraines, which occur at the sides and front of a glacier. Moraines are formed when material is picked up along the way and deposited in a new location. When many alpine glaciers occur on the same mountain, these moraines can create a horn. The Matterhorn, in the Swiss Alps is one of the most famous horns.Fjords, which are very common in Norway, are coastal valleys that fill with ocean water during a glacial retreat. Hanging valleys occur when two or more glacial valleys intersect at varying elevations. It is common for waterfalls to connect the higher and lower hanging valleys, such as in Yosemite National Park. A cirque is a large bowl-shaped valley that forms at the front of a glacier. Cirques often have a lip on their down slope that is deep enough to hold small lakes when the ice melts away.

*Match each definition below with the term it defines. There are more terms than definitions, so you will not use them all*
**A** fjord **B** alpine glacier **C** horn **D** polar glacier **E** temperate glacier **F** hanging valley **G** cirque **H** surging glacier

| | |
|---|---|
| **1** a glacier formed on a mountain | **4** a glacial valley formed near the ocean |
| **2** a glacier with temperatures well below freezing | **5** a glacial valley that looks like a bowl |
| **3** a glacier that moves very quickly | |

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## IELTS Reading (Activity 63) — Matching features

▶ **Movements of the planets:** People have pondered the movements of stars and planets for as long as humans have been on this Earth. Long ago it was noticed that some of the lights in the sky seemed permanent in relation to each other and these were known as the 'fixed stars', whereas other lights moved about much more freely and were called 'the wanderers'. We now know the latter as the planets and we also know that the stars are by no means fixed but move in predictable patterns. That both stars and planets circled the sky over 24 hours was thought to be because they revolved around the Earth. The Greek astronomer, mathematician and geographer *Ptolemy* was one of the first to suggest a pattern to these movements and in his Ptolemaic system the Sun. By the 16th century, more accurate measuring instruments were available, and using these, even before the telescope was developed, a Polish monk, Nicolaus Copernicus, spent much of his life making far more exact observations of the heavens. He tried to explain the mathematics behind the planets' movements but found that the circular movement of a sphere could not explain why, for example, Mars apparently stopped and went backwards for a short time. He discovered that the planets' movements could be far more easily predicted if not the Earth but the Sun were placed in the centre of the system, and the planets circled the Sun rather than the Earth. The telescope was invented in the Netherlands in the early l7th century and this allowed far more accurate measurements of planetary motion to be taken. The German astronomer Johannes Kepler used it to discover that the Copernican observations were not quite correct and so could not be used to predict the orbits of the planets. Copernicus had assumed that the planets moved in a circular path around the Sun, but Kepler found that they did not; they moved in ellipses. He then developed his three laws of planetary motion which gave a more exact method of estimating their orbits. Isaac Newton's invention of the reflecting telescope is often seen as a defining moment in the study of astronomy, but in fact he only enhanced it; the original telescope was invented in 1608 by the Dutchman Lippershey who used a convex lens in a tube focusing light into an eyepiece. The first telescopes were seen as an important military invention to detect the distant approach of enemy soldiers before Galileo used one to observe the night sky. Newton discovered that a concave mirror reflecting light onto a flat secondary mirror gave an enhanced image, which allowed a much more accurate view of the heavens. Furthermore, mirrors were easier to manufacture than lenses and could be made larger, thus increasing the ability of astronomers to chart the movements of the stars and planets. Yet it was Newton's discovery of the laws of gravity that explained why the planets move the way they do. *Look at the following statements and the list of people below.*

**A** Ptolemy **B** Nicolaus Copernicus **C** Galileo Gaiilei **D** Johannes Kepler **E** Isaac Newton

**1** An alteration in the design led to an improvement in a scientific instrument.
**2** The planets took an egg-shaped route.
**3** The science at the time did not accord with what was observed in the sky.
**4** The planets revolved around a different object than was previously thought.
**5** A revolutionary theory provided reasons for the manner in which the planets travelled
**6** The use of a telescope provided evidence that amended what an earlier observer had found.

## IELTS Reading (Activity 64) — Matching features

▶ **The truth about lying:** In the 1970s, as part of a large-scale research Programme exploring the area of interspecies communication, Dr Francine Patterson from Stanford University attempted to teach two lowland gorillas called Michael and Koko a simplified version of Sign Language. According to Patterson, the great apes were capable of holding meaningful conversations, and could even reflect upon profound topics, such as love and death. During the project, their trainers believe they uncovered instances where the two gorillas' linguistic skills seemed to provide reliable evidence of intentional deceit. In one example, Koko broke a toy cat, and then signed to indicate that the breakage had been caused by one of her trainers. In another episode, Michael ripped a jacket belonging to a trainer and, when asked who was responsible for, the incident, signed 'Koko'. When the trainer expressed some scepticism, Michael appeared to change his mind, and indicated that Dr Patterson was actually responsible, before finally confessing.

Other researchers have explored the development of deception in children. Some of the most interesting experiments have involved asking youngsters not to take a peek at their favourite toys. During these studies, a child is led into a laboratory and asked to face one of the walls. The experimenter then explains that he is going to set up an elaborate toy a few feet behind them. After setting up the toy, the experimenter says that he has to leave the laboratory, and asks the child not to turn around and peek at the toy. The child is secretly filmed by hidden cameras for a few minutes, and then the experimenter returns and asks them whether they peeked. Almost all three-year-olds do, and then half of them lie about it to the experimenter. By the time the children have reached the age of five, all of them peek and all of them lie. The results provide compelling evidence that lying starts to emerge the moment we learn to speak. So what are the tell-tale signs that give away a lie? In 1994, the psychologist Richard Wiseman devised a large-scale experiment on a TV programme called Tomorrow's World. As part of the experiment, viewers watched two interviews in which Wiseman asked a presenter in front of the cameras to describe his favourite film In one interview, the presenter picked Some *Like It Hot* and he told the truth; in the other interview, he picked *Gone with the Wind* and lied. The viewers were then invited to make a choice — to telephone in to say which film he was lying about. More than 30,000 calls were received, but viewers were unable to tell the difference and the vote was a 50/50 split.

*Match each statement with the correct experiment, A-C. You may use any letter more than once.*

**1** Someone who was innocent was blamed for something.
**2** Those involved knew they were being filmed.
**3** Some objects were damaged.
**4** Some instructions were ignored.

**List of Experiments: A** the gorilla experiment **B** the experiment with children **C** the TV experiment

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## IELTS Reading (Activity 65) — Matching features

▶ **The rocket –from east to west**

**D** The invention of rockets is linked inextricably with the invention of 'black powder '. Most historians of technology credit the Chinese with its discovery. They base their belief on studies of Chinese writings or on the notebooks of early Europeans who settled in or made long visits to China to study its history and civilisation. It is probable that, sometime in the tenth century, black powder was first compounded from its basic ingredients of saltpetre, charcoal and sulphur. But this does not mean that it was immediately used to propel rockets. By the thirteenth century, powder- propelled fire arrows had become rather common. The Chinese relied on this type of technological development to produce incendiary projectiles of many sorts, explosive grenades and possibly cannons to repel their enemies. One such weapon was the 'basket of fire' or, as directly translated from Chinese, the 'arrows like flying leopards'. The 0.7 metre-long arrows, each with a long tube of gunpowder attached near the point of each arrow, could be fired from a long, octagonal-shaped basket at the same time and had a range of 400 paces. Another weapon was the 'arrow as a flying sabre', which could be fired from crossbows. The rocket, placed in a similar position to other rocket-propelled arrows, was designed to increase the range. A small iron weight was attached to the 1.5m bamboo shaft, just below the feathers, to increase the arrow's stability by moving the centre of gravity to a position below the rocket. At a similar time, the Arabs had developed the 'egg which moves and burns'. This 'egg' was apparently full of gunpowder and stabilised by a 1.5m tail. It was fired using two rockets attached to either side of this tail.

It was not until the eighteenth century that Europe became seriously interested in the possibilities of using the rocket itself as a weapon of war and not just to propel other weapons. Prior to this, rockets were used only in pyrotechnic displays. The incentive for the more aggressive use of rockets came not from within the European continent but from far-away India, whose leaders had built up a corps of rocketeers and used rockets successfully against the British in the late eighteenth century. '.. .. The Americans developed a rocket, complete with its own launcher, to use against the Mexicans in the mid-nineteenth century. A long cylindrical tube was propped up by two sticks and fastened to the top of the launcher, thereby allowing the rockets to be inserted and lit from the other end. However, the results were sometimes not that impressive as the behaviour of the rockets in flight was less than predictable.

*From the information in the text, indicate who FIRST in-vented or used the items in the list below. NB You may use any letter more than once.*

**1** black powder
**2** rocket-propelled arrows for fighting
**3** rockets as war weapons
**4** the rocket launcher

**FIRST invented or used by**
**A** the Chinese **B** the Indians **C** the British **D** the Arabs **E** the Americans

## IELTS Reading (Activity 66) — Multiple choice questions

▶ **IMPLEMENTING THE CYCLE OF SUCCESS: A CASE STUDY**

Within Australia, Australian Hotels Inc (AHI) operates nine hotels and employs over 2000 permanent full-time staff, 300 permanent part-time employees and 100 casual staff. One of its latest ventures, the Sydney Airport hotel (SAH), opened in March 1995. The hotel is the closest to Sydney Airport and is designed to provide the best available accommodation, food and beverage and meeting facilities in Sydney's southern suburbs. Similar to many international hotel chains, however, AHI has experienced *difficulties* in Australia in providing long-term profits for hotel owners, as a result of the country's high labour-cost structure. In order to develop an economically viable hotel organisation model, AHI decided to implement some new policies and practices at SAH.

The first of the initiatives was an organisational structure with only three levels of management - compared to the traditional seven. Partly as a result of this change, there are 25 per cent fewer management positions, enabling a significant saving. This change also has other implications. Communication, both up and down the organisation, has greatly improved. Decision-making has been forced down in many cases to front-line employees. As a result, guest requests are usually met without reference to a supervisor, improving both customer and employee satisfaction.

The hotel also recognised that it would need a different approach to selecting employees who would fit in with its new policies. In its advertisements, the hotel stated a preference for people with some 'service' experience in order to minimise traditional work practices being introduced into the hotel. Over 7000 applicants filled in application forms for the 120 jobs initially offered at SAH. The balance of the positions at the hotel (30 management and 40 shift leader positions) were predominantly filled by transfers from other AHI properties.

*Choose the appropriate letters A-D*

**1** The high costs of running AHI's hotels are related to their ...
**A** management.
**B** size.
**C** staff.
**D** policies.

**2** SAH's new organisational structure requires ...
**A** 75% of the old management positions.
**B** 25% of the old management positions.
**C** 25% more management positions.
**D** 5% fewer management positions.

**3** The SAH's approach to organisational structure required changing practices in ..
**A** industrial relations.
**B** firing staff.
**C** hiring staff.
**D** marketing.

**4** The total number of jobs advertised at the SAH was ...
**A** 70.
**B** 120.
**C** 170.
**D** 280.

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## IELTS Reading (Activity 67) — Multiple choice questions

▶ **Cure-all Pills: Myth or Reality?** Browse the shelves of any health food shop or pharmacy and you'll find dozens of dietary supplements-vitamins, antioxidants, minerals—along with a seemingly endless range of homeopathic remedies. There is always something new, some 'miracle ingredient' offering the promise of a longer, healthier, happier life. And all of these supplements claim to assist us in the constant battle against ageing, cancer, cardio-vascular disease, and a cornucopia of other afflictions. However, recent research may show it is all too good to be true.

Antioxidants were first cast into doubt during a major clinical trial in the US, in which a very common antioxidant, beta-carotene, also known as pro-vitamin A (found in yellow and green vegetables, milk and fish), was being tested for its efficacy against lung cancer in high-risk subjects. To the surprise and concern of the scientists conducting the experiment, those individuals taking the supplement—intended to reduce the risk cancer –were at a significantly higher risk of developing lung cancer. This startling discovery led to the abandonment of the trials mid-way through the experimental process. Since this experiment in the mid-90$, other studies have similarly indicated that antioxidants and vitamin supplements are of dubious health value at best, and may possibly be harmful. It seems that even common vitamin supplements such as vitamin C may, in large doses, actually exacerbate the risk of cardio-vascular disease or cancer. As a result of these recent alarming studies, the US Food and Drug Administration (FDA) and its European equivalent, the European Medicine Agency (EMEA), have taken the decision to prohibit the production and sale of a number of the higher-dose supplements currently on the market.

*Choose the correct letters, A - D.*

**1** When introducing his discussion on antioxidant diet supplements, the writer notes that
- **A** most supplements sold in pharmacies or health food shops have at least some proven health benefits.
- **B** very few diet supplements are regulated by government health agencies.
- **C** there is evidence that some dietary supplements can be bad for your health.
- **D** only a few products offer real protection against ageing, heart disease and cancer

**2** In the second paragraph, the writer's main point is that
- **A** very high doses of antioxidant supplements can harm the liver.
- **B** US doctors prescribe pro-vitamin A to patients.
- **C** the clinical trials did not produce any conclusive results.
- **D** antioxidant supplements can increase the risk of some cancers.

**3** According to the writer,
- **A** recent studies have confirmed the benefits of antioxidants.
- **B** vitamin C supplements help to decrease the risk of heart disease.
- **C** the European Union endorses some higher-dose vitamin supplements.

## IELTS Reading (Activity 68) — Multiple choice questions

▶**Trash trackers:** So you carefully separate your cardboard from your used glass containers, wash your empty tins and tear the staples off scrap paper. You fill your various bins and put them out to be taken away with the remains of the week's meals and domestic rubbish. And then, safe in the knowledge that you have done your bit for the environment, you forget all about it.

New research is planning to find out in a pilot project, a team from the Massachusetts Institute of Technology (MIT) together with members of the New Scientist journal tracked 60 pieces of trash in Seattle in the United States. The next phase of the experiment will begin — 1,000 more pieces of garbage will be electronically tagged and thrown away in New York, Seattle and London, and tracked for two months.

The experiment is more than just an attempt to satisfy curiosity as to where trash ends up. The idea is to help plan for an ideal world of waste disposal, where nearly everything gets recycled or reused and materials are not sent to landfill faster than the planet is able to produce them.

At present, that ideal world is a distant dream only. Part of the problem is that we do not know what we are dealing with. While a lot of effort has gone into creating green supply chains to bring products to customers, almost nothing is known about what happens to the waste. This waste is monitored, of course, but only to see how many tonnes of different kinds of garbage arrive at a sorting centre, landfill or incinerator, and how many leave. These are counted as electronic or household waste; the mass is measured, but not in terms of the content.

In terms of environmental impact, it is the content, not the number of tonnes , that matters. Within the harmless-sounding category of 'household waste', for example, lies everything from carrot peelings to used babies' nappies and low-energy light bulbs containing mercury, or old electrical appliances, each of which gives a very different set of environmental challenges. In an ideal world each should be dealt with separately.

While tagging waste can identify where recyclables are being tossed into landfill, or where hazardous waste is illegally shipped overseas, there is a more fundamental reason to tag trash: to find out where society stores the materials that it mines from the Earth and temporarily turns into products.

*Questions 1-2: Write the correct letter in boxes 22 and 23 on your answer sheet*

*According to the writer, which TWO of the following things need to happen?*
- **A** Householders should be more aware of the waste-sorting process.
- **B** We need to find out how much waste is in the system.
- **C** We need to know more about the kinds of waste that have been thrown away.
- **D** Business and industry must follow established guidelines.
- **E** We should locate and reuse valuable resources.

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## IELTS Reading (Activity 69) Multiple choice questions

▶ **Organic food: why?** *Today, many governments are promoting organic or natural farming methods that avoid the use of pesticides and other artifical products. The aim is to show that they care about the environment and about people's health. But is this the right approach?*

Europe is now the biggest market for organic food in the world, expanding by 25 percent a year over the past 10 years. So what is the attraction of organic food for some people? The really important thing is that organic sounds more 'natural'. Eating organic is a way of defining oneself as natural, good, caring, different from the junk-food-scoffing masses. As one journalist puts it: 'It feels closer to the source, the beginning, the start of things.' The real desire is to be somehow close to the soil, to Mother Nature. Unlike conventional farming, the organic approach means farming with natural, rather than man-made, fertilisers and pesticides. Techniques such as crop rotation improve soil quality and help organic farmers compensate for the absence of man-made chemicals. As a method of food production, organic is, however, inefficient in its use of labour and land; there are severe limits to how much food can be produced. Also, the environmental benefits of not using artificial fertiliser are tiny compared with the amount of carbon dioxide emitted by transporting food (a great deal of Britain's organic produce is shipped in from other countries and transported from shop to home by car).

Organic farming is often claimed to be safer than conventional farming — for the environment and for consumers. Yet studies into organic farming worldwide continue to reject this claim. An extensive review by the UK Food Standards Agency found that there was no statistically significant difference between organic and conventional crops.

The simplistic claim that organic food is more nutritious than conventional food was always likely to be misleading. Food is a natural product, and the health value of different foods will vary for a number of reasons, including freshness, the way the food is cooked, the type of soil it is grown in the amount of sunlight and rain crops have received, and so on. Likewise, the flavour of a carrot has less to do with whether it was fertilised with manure or something out of a plastic sack than with the variety of carrot and how long ago it was dug up. The differences created by these things are likely to be greater than any differences brought about by using an organic or non- organic system of production. Indeed, even some 'organic' farms are quite different from one another.

*Questions1-2:* Which ***TWO*** of the following points does the writer mention in connection with organic farming?
**A** the occasional use of pesticides **B** using the same field for different crops **C** testing soil quality V
**D** reducing the number of farm workers **E** the production of greenhouse gases
*Questions 3-4:* According to the writer, which *TWO* factors affect the nutritional content of food
**A** who prepares the food **B** the weather conditions during growth **C** where the food has been stored
**D** when the plants were removed from the earth **E** -the type of farm the food was grown on

## IELTS Reading (Activity 70) Multiple choice questions

▶ **Children Tested to Destruction?**

English primary school pupils subjected to more tests than in any other country English primary school pupils have to deal with unprecedented levels of pressure as they face tests more frequently, at a younger age, and in more subjects than children from any other country, according to one of the biggest international education inquiries in decades. The damning indictment of England's primary education system revealed that the country's children are now the most tested in the world. From their very earliest days at school they must navigate a set-up whose trademark is 'high stakes testing', according to a recent report.

David Laws, the Liberal Democrat schools spokesman said: 'The uniquely high stakes placed on national tests mean that many primary schools have become too exam focused.' However, the Government rejected the criticism. 'The idea that children are over—tested is not a view that the Government accepts,' a spokesman said.' The reality is that children spend a very small percentage of their time in school being tested. Seeing that children leave school up to the right standard in the basics is the highest priority of the Govemment.'

In another child-centred initiative, both major political parties in the UK - Labour and the Conservatives -have announced plans to make Britain more child-friendly following a report by UNICEF which ranked the UK the worst place to be a child out of 21 rich nations. Parents were warned that they risked creating a generation of 'battery-farmed children' by always keeping them indoors to ensure their safety. The family's minister, Kevin Brennan, called for an end to the 'cotton wool 'culture and warned that children would not learn to cope with risks if they were never allowed to play outdoors.

*Choose the correct letter, A, B, C or D.*

**1** What does the government argue?
**A** There is not enough testing at present. **B** Tests at primary school are too easy.
**C** Tests are not given too frequently. **D** Teachers should take more tests.

**2** The government spokesman
**A** is extremely critical of the way exams are written. **B** accepts many of the points made by the teachers' leaders.
**C** thinks education is what the government is most interested in **D** argues it is the teachers' fault that students are tested so much.

**3** According to UNICEF, children in the UK
**A** often spend too much time in the worst kind of places. **B** are not so well behaved as in other countries.
**C** are not as rich as children in 21 other countries **D** could be having much more fulfilling childhoods.

**4** What is the point Kevin Brennan makes?
**A** Children use too many electrical devices. **B** Children would learn by being outside more.
**C** it's too risky for children to be outside on their own. **D** The most important thing is children's safety.

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## IELTS Reading (Activity 71) — Multiple choice questions

▶ **The need for bushfires:** The plant communities that grow on the arid sandy soils of the south-western corner of Australia depend on fire for their survival. The land here is so poor in nutrients and in summer so baked by the sun that a forest of tall trees cannot grow. Instead there is a low bush mixed with a scatter of trees, few of which are more than 20 feet high. To botanists, however, it is a wonderland with flowers of great beauty, very few of which have been seen growing in the wild before. For this one corner of the continent contains no less than 12,000 different plant species and 87 per cent of them grow nowhere else in the world. This individuality stems from the fact that, 50 million years ago, Australia was partly covered by a shallow sea that separated the western part of the continent from the rest. As Australia gradually warmed, this sea dried up, but it left behind a wide expanse of sand, so that the western corner is cut off by desert and its ancient isolation is still to some extent evident.

Fire has regularly burnt this land throughout its recent geological history. The plants have evolved with it, so now they are not only well able to survive its destruction but have come to depend on it and use it to their own advantage.

The eucalypts or gum trees that grow there often take the peculiar form known as mallee. Species that elsewhere become normal-looking trees grow here in such a different way that they might be thought to be a completely different kind. Instead of a single trunk that only has branches some height above the ground, they have a massive rootstock from which rise half a dozen thin trunks of a common height. To uninformed eyes it looks as if they had been trimmed to size. When fire sweeps through mallee, the slender trunks are often totally burnt and destroyed. But the rootstock, close to the ground or just below its surface, bears a ring of strong buds from which new stems rapidly sprout. They grow more quickly and vigorously than the old, partly because the ground has been recently fertilised by the ash of other plants, and partly because, to begin with, there are few survivors with such well-established root systems competing for those nutrients.

*Choose the correct letter, A, B, C or D.*

**1** - What is unusual about the land in south-western Australia?
**A** It is cut off from the rest of the continent
**B** The soil contains very little nourishment.
**C** It has many endangered plants.
**D** The soil composition has remained unchanged for many years.

**2** - What is the significance of fire to south-western Australia?
**A** It is an annual problem to the environment.
**B** It caused permanent damage to soil millions of years ago.
**C** Vegetation is reliant upon it.
**D** It keeps the area isolated from the rest of the continent.

**3** - What is mallee?
**A** A tree type that has multiple appendages rising from the ground
**B** A tree with a strong solid base above ground
**C** Part of a tree that is beneath the surface
**D** The burnt remains of a desert tree

## IELTS Reading (Activity 72) — Multiple choice questions

▶ **Preserving Britain's cultural heritage: to restore a legendary theatrical dress**

An astonishingly intricate project is being undertaken to restore a legendary theatrical dress, Angela Wintle explains.

On December 28th, 1888, the curtain rose on a daring new stage revival of Shakespeare's Macbeth at the Lyceum Theatre in London. Topping the bill, playing Lady Macbeth, a main character in the play, was Ellen Terry. She was the greatest and most adored English actress of the age. But she didn't achieve this devotion through her acting ability alone. She knew the power of presentation and carefully cultivated her image. That first night was no exception. When she walked on stage for the famous banqueting scene, her appearance drew a collective gasp from the audience.

She was dressed in the most extraordinary clothes ever to have graced a British stage: a long, emerald and sea-green gown with tapering sleeves, surmounted by a velvet cloak, which glistened and sparkled eerily in the limelight. Yet this was no mere stage trickery. The effect had been achieved using hundreds of wings from beetles. The gown - later named the 'Beetlewing dress' became one of the most iconic and celebrated costumes of the age.

Terry was every bit as remarkable as her costumes. At 31, she became a leading lady at the Lyceum Theatre and for two decades, she set about bringing culture to the masses.

The productions she worked on were extravagant and daring. Shakespeare's plays were staged alongside blood-and-thunder melodramas and their texts were ruthlessly cut. Some people were critical, but they missed the point. The innovations sold tickets and brought new audiences to see masterpieces that they would never otherwise have seen.

**1** What do you learn about Ellen Terry in the first paragraph?
**A** Lady Macbeth was her first leading role.
**B** The Lyceum was her favourite theatre.
**C** She tried hard to look good on stage.
**D** She wanted to look young for her audience.

**2** What is the writer's purpose in paragraph 2?
**A** to describe different responses to the Beetlewing dress
**B** to explain why the Beetlewing dress had such a big impact
**C** to consider the suitability of the Beetlewing dress for the play
**D** to compare the look of the Beetlewing dress on and off the stage

**3** According to the writer, the main effect of the Lyceum productions was to
**A** expose more people to Shakespeare's plays.
**B** reduce the interest in other types of production.
**C** raise the cost of going to the theatre.
**D** encourage writers to produce more plays.

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## IELTS Reading (Activity 73) Multiple choice questions

▶ **What is an ASBO?** Ask somebody to make a list of crimes and they will probably come up with the usual suspects that you or I would: murder, robbery, assault, burglary and so on. They might even include acts which are merely 'against the law', like parking on a double yellow line. But if you ask them to make a list of anti-social behaviours, you are getting into an area where there is going to be considerable disagreement. This didn't stop the UK government, which introduced Anti-Social Behaviour Orders, or AS805, in 1998 as part of the Crime and Disorder Act - legislation designed to deal with practically all aspects of criminal activity and disorderly behaviour.

A subjective definition of anti-social behaviour permits you to cast your net wide and include anything you find personally disagreeable; the legal definition is also widely inclusive To quote the Crime and Disorder Act, it is behaviour which 'causes or is likely to cause harassment, alarm or distress to one or more people who are not in the same household as the perpetrator'. This includes, among many other things, foul and abusive language, threatening behaviour, shouting, disorderly conduct, vandalism, intimidation , behaviour as the result of drug or alcohol misuse, graffiti and noise which is excessive, particularly at night.

In fact, young people merely hanging out in public places, however boisterous their behaviour might seem to be to some people, are not considered to be indulging in anti-social behaviour. However, there is a proviso. Such behaviour in its own right is not considered anti-social unless it is thought it is being done with other, more serious, behavioural attitudes involved. This, of course, can be very subjective.
A person faced with an ASBO can argue in their defence that their behaviour was reasonable and unthreatening. This too is subjective, and both sides' claims are open to wide interpretation. Something else that has to be taken into account here is that ASBOs are made on an individual basis even if that person is part of a group of people committing anti-social behaviour. If a case reaches the magistrates 'court, witnesses can be called to provide further evidence for or against the defendant. However, the magistrate, as well as considering the complaints made against the defendant, will take into account his or her family situation, welfare issues, and whether or not he or she has been victimised or discriminated against.

*Questions: 1-3 Which **THREE** of the following statements are true, according to the text?*

**A** They were introduced to deal with specific crimes.
**B** Parking on a double yellow line could get you served with an ASBO.
**C** Swearing is one of the offences referred to in the Crime and Disorder Act.
**D** As a private householder you can apply for an ASBO against a noisy neighbour.
**E** It is not illegal for young people to gather in groups in public places.
**F** An ASBO cannot be served on a group of people behaving in a disorderly manner.
**G** A large proportion of those served with ASBOs are over the age of 21.
**H** Most people agree that ASBOs have been effective all over the country.

## IELTS Reading (Activity 74) Multiple choice questions

▶ **The history of the biro**

One chilly autumn morning in 1945, five thousand shoppers crowded the pavements outside Gimbels Department Store in New York City. The day before, Gimbels had taken out a full—page newspaper advertisement in the New York Times, announcing the sale of the first ballpoint pens in the United States. The new writing instrument was heralded as 'fantastic... miraculous... guaranteed to write for two years without refilling!' Within six hours, Gimbels had sold its entire stock of ten thousand ballpoints at $12.50 each — approximately $130 at today's prices.

In fact this 'new' pen was not new after all, and was just the latest development in a long search for the best way to deliver ink to paper. In 1884 Lewis Waterman had patented the fountain pen, giving him the sole rights to manufacture it. This marked a significant leap forward in writing technology, but fountain pens soon became notorious for leaking. In 1888, a leather tanner named John Loud devised and patented the first 'rolling-pointed marker pen' for marking leather. Loud's design contained a reservoir of ink in a cartridge and a rotating ball point that was constantly bathed on one side with ink.

Loud's pen was never manufactured, however, and over the next five decades, 350 additional patents were issued for similar ball-type pens, though none advanced beyond the design stage. Each had their own faults, but the major difficulty was the ink: if the ink was thin, the pens leaked, and if it was too thick, they clogged. Depending on the climate or air temperature, sometimes the pens would do both. The first Biro pen, like the designs that had gone before it, relied on gravity for the ink to flow to the ball bearing at the tip. This meant that the pens only worked when they were held straight up, and even then the ink flow was sometimes too heavy, leaving big smudges of ink on the paper.

*Choose the correct answer A, B, C or D.*

**1** The problem with the ballpoint pens invented between 1888 and 1935 was that
**A** they cost a great deal of money to manufacture.
**B** the technology to manufacture them did not exist.
**C** they could not write on ordinary paper.
**D** they were affected by weather conditions.

**2** The design of the Biro brothers' first pen
**A** was similar to previous pens.
**B** was based on capillary action.
**C** worked with heavy or light inks.
**D** worked when slanted slightly

@IELTS_8

## IELTS Reading (Activity 75) — Multiple choice questions

▶ **Implementing the cycle of success: a case study**

Within Australia, Australian Hotels Inc (AHI) operates nine hotels and employs over 2000 permanent full-time staff, 300 permanent part-time employees and 100 casual staff. One of its latest ventures, the Sydney Airport hotel (SAH), opened in March 1995. The hotel is the closest to Sydney Airport and is designed to provide the best available accommodation, food and beverage and meeting facilities in Sydney's southern suburbs. Similar to many international hotel chains, however, AHI has experienced difficulties in Australia in providing long-term profits for hotel owners, as a result of the country's high labour-cost structure. In order to develop an economically viable hotel organisation model, AHI decided to implement some new policies and practices at SAH.

The first of the initiatives was an organisational structure with only three levels of management - compared to the traditional seven. Partly as a result of this change, there are 25 per cent fewer management positions , enabling a significant saving. This change also has other implications. Communication, both up and down the organisation, has greatly improved. Decision-making has been forced down in many cases to front-line employees. As a result, guest requests are usually met without reference to a supervisor, improving both customer and employee satisfaction.

The hotel also recognised that it would need a different approach to selecting employees who would fit in with its new policies. In its advertisements, the hotel stated a preference for people with some 'service' experience in order to minimise traditional work practices being introduced into the hotel. Over 7000 applicants filled in application forms for the 120 jobs initially offered at SAH. The balance of the positions at the hotel (30 management and 40 shift leader positions) were predominantly filled by transfers from other AHI properties.

*Choose the appropriate letters A-D and write them in boxes 1-5 on your answer sheet.*

**1** The high costs of running AHI's hotels are related to their ...
**A** management.
**B** size.
**C** staff.
**D** policies.

**2** SAH's new organisational structure requires ...
**A** 75% of the old management positions.
**B** 25% of the old management positions.
**C** 25% more management positions.
**D** 5% fewer management positions.

**3** The SAH's approach to organisational structure required changing practices in ...
**A** industrial relations.
**B** firing staff.
**C** hiring staff.
**D** marketing.

## IELTS Reading (Activity 76) — Multiple choice questions

**Pottery production in ancient Akrotiri**

Excavations at the site of prehistoric Akrotiri, on the coast of the Aegean Sea, have revealed much about the technical aspects of pottery manufacture, indisputably one of the basic industries of this Greek city. However, considerably less is known about the socio-economic context and the way production was organised.

The bulk of pottery found at Akrotiri is locally made, and dates from the late fifteenth century BC. It clearly fulfilled a vast range of the settlement's requirements: more than fifty different types of pots can be distinguished. The pottery found includes a wide variety of functional types like storage jars, smaller containers, pouring vessels, cooking pots, drinking vessels and so on, which all relate to specific activities and which would have been made and distributed with those activities in mind. Given the large number of shapes produced and the relatively high degree of standardisation, it has generally been assumed that most, if not all, of Akrotiri pottery was produced by specialised craftsmen in a nondomestic context. Unfortunately neither the potters' workshops nor kilns have been found within the excavated area. The reason may be that the ceramic workshops were located on the periphery of the site, which has not yet been excavated. In any event, the ubiquity of the pottery, and the consistent repetition of the same types in different sizes, suggests production on an industrial scale.

The Akrotirian potters seem to have responded to pressures beyond their households, namely to the increasing complexity of regional distribution and exchange systems. We can imagine them as fulltime craftsmen working permanently in a high production-rate craft such as pottery manufacture, and supporting themselves entirely from the proceeds of their craft. In view of the above, one can begin to speak in terms of mass-produced pottery and the existence of organised workshops of craftsmen during the period 1550-1500 BC. Yet, how pottery production was organised at Akrotiri remains an open question, as there is no real documentary evidence. Our entire knowledge comes from the ceramic material itself, and the tentative conclusions which can be drawn from it.

*Choose the correct letter, A, B, C or D.*

**1** What does the writer say about items of pottery excavated at Akrotiri?
**A** There was very little duplication.
**B** They would have met a big variety of needs.
**C** Most of them had been imported from other places.
**D** The intended purpose of each piece was unclear.

**2** The assumption that pottery from Akrotiri was produced by specialists is partly based on
**A** the discovery of kilns.
**B** the central location of workshops.
**C** the sophistication of decorative patterns.
**D** the wide range of shapes represented.

@IELTS_8

## IELTS Reading (Activity 77) TRUE, FALSE, NOT GIVEN

▶ **The way the brain bugs:** Supermarkets take great care over the way the goods they sell are arranged. This is because they know a lot about how to persuade people to buy things.

When you enter a supermarket, it takes some time for the mind to get into a shopping mode. This is why the area immediately inside the entrance of a supermarket is known as the 'decompression zone'. People need to slow down and take stock of the surroundings, even if they are regulars. Supermarkets do not expect to sell much here, so it tends to be used more for promotion. So the large items piled u here are designed to suggest that there are bargains further inside the store, and shoppers are not necessarily expected to buy them. Walmart, the world's biggest retailer, famously employs 'greeters' at the entrance to its stores. A friendly welcome is said to cut shoplifting. It is harder to steal from nice people.

Immediately to the left in many supermarkets is a 'chill zone', where customers can enjoy browsing magazines, books and DVDs. This is intended to tempt unplanned purchases and slow customers down. But people who just want to do their shopping quickly will keep walking ahead, and the first thing they come to is the fresh fruit and vegetables section. However, for shoppers, this makes no sense. Fruit and vegetables can be easily damaged, so they should be bought at the end, not the beginning, of a shopping trip. But psychology is at work here: selecting these items makes people feel good, so they feel less guilty about reaching for less healthy food later on.

Having walked to the end of the fruit-and-vegetable aisle, shoppers arrive at counters of prepared food, the fishmonger, the butcher and the deli. Then there is the in-store bakery, which can be smelt before it is seen. Even small supermarkets now use in-store bakeries. Mostly these bake pre-prepared items and frozen ingredients which have been delivered to the supermarket previously, and their numbers have increased, even though central bakeries that deliver to a number of stores are much more efficient. They do it for the smell of freshly baked bread, which arouses people's appetites and thus encourages them to purchase not just bread but also other food, including ready meals.

But shelf positioning is fiercely fought over, not just by those trying to sell goods, but also by those arguing over how best to manipulate shoppers. While many stores reckon eye level is the top spot, some think a little higher is better. Others think goods displayed at the end of aisles sell the most because they have the greatest visibility. To be on the right-hand side of an eye-level selection is often considered the very best place, because most people are right-handed and most people's eyes drift rightwards. Some supermarkets reserve that for their most expensive own-label goods.

**1** The 'greeters' at Walmart increase sales.
**2** People feel better about their shopping if they buy fruit and vegetables before they buy other food.
**3** In-store bakeries produce a wider range of products than central bakeries.

## IELTS Reading (Activity 78) TRUE, FALSE, NOT GIVEN

▶ **Shedding light on it**

There are three main types of light bulb for lighting a room: incandescent, fluorescent and, more recently, the light emitting diode (LED) bulb. All three bulbs have their advantages and disadvantages when it comes to purchase price, running costs and environmental impact.

The traditional incandescent bulb has been in use for more than 100 years. It is made by suspending a fine coil of tungsten wire between two electrodes. When a current flows through the wire it reaches a temperature of more than 2,000°C and glows white hot. The bulb is filled with argon, an inert gas, to prevent the wire from evaporating. Traditional light bulbs are not very efficient, converting less than 10% of the energy into light with the rest as heat, making them too hot to handle. Most household light bulbs are rated at 40, 60 or 100 Watts.

Mass production of fluorescent lights began in the 1940s. The standard size is 1.2 m in length and 2.5-cm in diameter. The tube contains a small amount of mercury and the inside surface of the glass has a phosphor coating. There are two electrodes, one at each end of the tube, but there is no wire in between. Instead, mercury atoms absorb the electrical energy and emit ultraviolet (UV); this light is invisible until it hits the phosphor coating on the glass, which emits a visible white light. Fluorescent lights are about five times more efficient than incandescent light bulbs. A 20 Watt fluorescent tube will produce a similar amount of light to a 100 Watt bulb and runs much cooler, which helps to give it 10 times the life expectancy of a bulb.

The bright light produced by standard fluorescent lights makes them an ideal choice for offices and factories, rather than homes, where the incandescent bulb has traditionally reigned supreme. However, the newer compact fluorescent lamps (CFLs) look likely to make the old bulbs extinct. Global warming is the main reason. Compared with an incandescent bulb, a single energy-saving fluorescent lamp will save about one tonne of carbon-dioxide emissions over its lifetime, as well as reduce the consumer's electricity costs.

**1** Incandescent bulbs convert more energy to heat than light.
**2** Ultraviolet light (UV) can be seen with the naked eye.
**3** Compact fluorescent lamps (CFLs) last about 10 years.
**4** Fluorescent tubes are the best lights for workplaces.

@IELTS_8

## IELTS Reading (Activity 79) TRUE, FALSE, NOT GIVEN

▶ **The Rise and Fall of the British Textile Industry:** Textile production in Britain can be said to have its roots as an industry at the beginning of the 18th century, when Thomas Crotchet and George Sorocold established what is thought to be the first factory built in Britain. It was a textile mill with a waterwheel as its source of power, the latest machinery, and even accommodation for the workers As well as possibly being the first sweatshop in the modern sense, it was the beginning of the end for traditional textile production. The demand for cotton textiles had been growing since the Middle Ages, fostered by the importation of high quality cotton fabrics from the Middle East and India. So how were local producers to fight off the competition? The next great innovator was Richard Arkwright, who in 1768 employed John Kay (of the fly-shuttle) to help him build more efficient machinery. He was a man with a vision - to mechanise textile production - and by 1782 he had a network of mills across Britain. As the water-powered machinery, though not yet fully mechanised, became more complex, Kay began to use steam engines for power. The first power-loom, however, which was invented in 1785 by Dr Edmund Cartwright, really did mechanise the weaving stage of textile manufacture.

Modernisation would mean people losing their jobs and possibly a change in labour practices. Such changes as were made sewed only to slow down the industry's decline rather than help regain its predominant position. Economically less developed countries. on the other hand, had the advantage of being able to provide low wage competition, without the problem of powerful labour unions.

There are, of course, many other reasons for the textile industry's decline, two of which became particularly noticeable in the late twentieth century and are related .The first is out- sourcing, when manufacturers establish factories in countries where there is cheap labour. This obviously leads to less demand for locally-produced goods. Related to this, the textile and clothing industries have acquired a bad reputation for exploiting workers, often illegal immigrants, in sweatshops where they are forced to work long hours and are paid far less than the minimum wage.

We seem to be back with Crotchet and Sorocold and their first live-in factory. The globalising trend of out-sourcing, however, was a rational response to the growing competition from overseas, which, it goes without saying, does not excuse the exploitation of workers. The British industry itself, while no longer holding a key place in the global textile market, has adapted itself and now concentrates more on the world of fashion and design, where it seems to be doing quite well.

**1** Foreign textiles were banned because of their inferior quality.
**2** Richard Arkwright built the first fully mechanised textile mill.
**3** In less developed countries, the industry could rely on cheap labour.
**4** Outsourcing was one method used to compete with foreign manufacturers.

## IELTS Reading (Activity 80) TRUE, FALSE, NOT GIVEN

▶ **Water and Chips Break New Ground**

Computers have been shrinking ever since their conception almost two centuries ago, and the trend is set to continue with the latest developments in microchip manufacturing.

The earliest prototype of a mechanical computer was called the Difference Engine, and was invented by an eccentric Victorian called Charles Babbage. It weighed over 15 tons and had 26,000 parts. Colossus, the first electronic computer, did not appear until the end of WWII, and with its 1,500 vacuum tubes was even more complex and much heavier than its mechanical predecessor.

It was only when the silicon-based microchip was invented in the early 1950s that computers started to become more compact. The first microchip computers were very complex and had more than 100,000 transistors, or electronic switches; however, they were still rather bulky and measured several metres across. Nowadays microchips are measured in nanometres (nm) — that is, in billionths of a metre—and the search for even smaller microchips continues as scientists work on new methods of microchip production.

Today, most microchips are shaped by a process called lithographic etching, which uses ultraviolet (UV) light. A beam of UV light with a wavelength of only 193 nm is projected through a lens on to an etching mask, a micro device with slits, or long narrow cuts. When the UV light hits the surface of silicon chips, it removes microscopic layers of silicon to create patterns for the microchip's circuits. Microchips with features as small as 65 nm can be created with this wavelength.

One approach to solving the problem is to use microscopic mirrors to focus X-rays rather than ultraviolet light. X-rays with a wavelength of less than 25 nm can be created, allowing engineers to make components smaller than 15 nm. The process is known as X-ray lithography etching. However, this technology is extremely expensive, so manufacturers are continuing to search for a cheaper alternative.

IBM have already successfully implemented immersion lithography on some of their production lines and created a fully-functioning microprocessor. IBM also claim that they are able to produce microchips with very few defects.

**1** The first electronic computer weighed more than the first mechanical prototype.
**2** Computers started to shrink with the invention of the microchip.
**3** In early l950s engineers used ultraviolet rays to build the first microchip.
**4** X-ray lithography is an inexpensive alternative technology to lithographic etching.
**5** Immersion lithography has enabled microchip manufacturers to produce higher quality computer chips.

@IELTS_8

## IELTS Reading (Activity 81) TRUE, FALSE, NOT GIVEN

▶ **The Value of a College Degree**

The escalating cost of higher education is causing many to question the value of continuing education beyond high school. Many wonder whether the high cost of tuition, the opportunity cost of choosing college over full-time employment, and the accumulation of thousands of dollars of debt is, in the long run, worth the investment. The risk is especially large for low- income families who have a difficult time making ends meet without the additional burden of college tuition and fees.

In order to determine whether higher education is worth the investment, it is useful to examine what is known about the value of higher education and the rates of return on investment to both the individual and to society.

**THE ECONOMIC VALUE OF HIGHER EDUCATION**

There is considerable support for the notion that the rate of return on investment in higher education is high enough to warrant the financial burden associated with pursuing a college degree. Though the earnings differential between college and high school graduates varies over time, college graduates, on average, earn more than high school graduates. According to the Census Bureau, over an adult's working life, high school graduates earn an average of $1.2 million; associate's degree holders earn about $1.6 million; and bachelor's degree holders earn about $2.1 million (Day and Newburger, 2002).

These sizeable differences in lifetime earnings put the costs of college study in realistic perspective. Most students today—about 80 percent of all students—enroll either in public four-year colleges or in public two-year colleges. According to the U.S. Department of Education report, Think College Early, a full-time student at a public four-year college pays an average of $8,655 for in-state tuition, room, and board (U.S. Department of Education, 2002). A full- time student in a public two-year college pays an average of $1,359 per year in tuition (U.S. Department of Education, 2002).

These statistics support the contention that, though the cost of higher education is significant, given the earnings disparity that exists between those who earn a bachelor's degree and those who do not, the individual rate of return on investment in higher education is sufficiently high to warrant the cost.

**1** The cost of a college education has remained steady for several years.
**2** Some people have to borrow large amounts of money to pay for college.
**3** About 80 per cent of college students study at public colleges.
**4** Public colleges cost less than private colleges.

## IELTS Reading (Activity 82) TRUE, FALSE, NOT GIVEN

▶ **Bilingualism in Children:** One misguided legacy of over a hundred years of writing on bilingualism is that children's intelligence will suffer if they are bilingual. Some of the earliest research into bilingualism examined whether bilingual children were ahead or behind monolingual children on IQ tests. From the 1920s through to the i960s, the tendency was to find monolingual children ahead of bilinguals on IQ tests. The conclusion was that bilingual children were mentally confused. Having two languages in the brain, it was said, disrupted effective thinking. it was argued that having one well—developed language *was superior* to having two half-developed languages.

The idea that bilinguals may have a lower IQ still exists among many people, particularly monolinguals. However, we now know that this early research was misconceived and incorrect. First, such research often gave bilinguals an IQ test in their weaker language - usually English. Had bilinguals been tested in Welsh or Spanish or Hebrew, a different result may have been found. The testing of bilinguals was thus unfair. Second, like was not compared with like. Bilinguals tended to come from, for example, impoverished New York or rural Welsh backgrounds. The monolinguals tended to come from more middle class, urban families Working class bilinguals were often compared with middle class monolinguals. So the results were more likely to be due to social class differences than language differences. The comparison of monolinguals and bilinguals was unfair.

Research across different continents of the world shows that bilinguals tend to be more fluent, flexible, original and elaborate in their answers to this type of open-ended question. The person who can think of a few answers tends to be termed a convergent thinker. Divergers like a variety of answers to a question and are imaginative and fluent In their thinking.

There are other dimensions in thinking where approximately 'balanced' bilinguals may have temporary and occasionally permanent advantages over monolinguals: increased sensitivity to communication, a slightly speedier movement through the stages of cognitive development, and being less fixed on the sounds of words and more centred on the meaning of words. Such ability to move away from the sound of words and fix on the meaning of words tends to be a (temporary) advantage for bilinguals around the ages four to six**.** This advantage may mean an initial head start in learning to read and learning to think about language.

**1** Balanced bilinguals have more permanent than temporary advantages over monolinguals.
**2** Often bilinguals concentrate more on the way a word sounds than on its meaning.
**3** Monolinguals leam to speak at a younger age than bilinguals.
**4** Bilinguals just starting school might pick up certain skills faster than monolinguals.

@IELTS_8

## IELTS Reading (Activity 83) TRUE, FALSE, NOT GIVEN

**▶ Biofuels backlash**

Biodiesel and bio-ethanol are cleaner, sustainable alternatives to petroleum-based fuels, which continue to deplete. Biofuels can be grown repeatedly from crops making them 100% renewable. Bio-ethanol is made in a similar way to 'moonshine' by fermenting cereals like corn and maize and then distilling the brew to evaporate the ethanol. Biodiesel is manufactured from the vegetable oils found in sunflower seeds, rapeseed and the oil palm. Gasoline (petrol) engines can be tuned to run on 90% ethanol blended with 10% petroleum and biodiesel is a direct replacement for existing road diesel.

Carbon-dioxide is the principal man-made greenhouse gas. It traps heat in the atmosphere and increases global warming causing polar ice to recede and sea- levels to rise. Energy crops offer one solution to the deleterious effects of carbon- dioxide emitted from vehicle exhausts. Biofuels are 100% .carbon-neutral, which means that there is no net gain or loss of carbon to the environment when the fuels are burnt. The carbon-dioxide does not add to the total amount in the atmosphere because the crops absorb the equivalent amount of carbon-dioxide by photosynthesis as they grow. Consequently, the 'carbon footprint' of gasoline- and diesel-powered vehicles can be reduced by switching to bio-ethanol or biodiesel. The latter burns more efficiently than petroleum diesel leaving less unburned hydrocarbons, carbon- monoxide and particulates, which means less atmospheric pollution as well as less global warming. Biofuels are less toxic than fossil fuels and biodegrade if spilt on the ground.

Not everybody believes that biofuels are the ideal alternative to fossil fuels. The status of biofuels as environmentally friendly can be challenged on several counts. Firstly, to provide space for energy-crop plantations, trees are felled and burnt which creates a surplus of carbon-dioxide. Secondly, in tropical rainforests the loss of trees threatens biodiversity by destroying habitat. Thirdly, deforestation increases the evaporation of water from the ground, which can lead to extensive droughts. These deficits can be discounted if the energy crops are planted on existing agricultural land, but if this is done it reduces the supply of food crops, creating a surge in food prices. Furthermore, in developing countries people have barely sufficient food to eat and switching to fuel crops could threaten their meagre food supplies.

**1** Bio-ethanol is a non-renewable fuel source.
**2** Burning biodiesel instead of petroleum diesel generates less pollution.
**3** Food prices fall when fuel crops are planted on land used to grow-food.
**4** Fuel crops outnumber food crops in developing countries.

## IELTS Reading (Activity 84) TRUE, FALSE, NOT GIVEN

**▶ Old dogs and new tricks**

The first days of an animal's life play a major part in shaping its future.

Cormorant birds are used in China and Japan to catch fish in a traditional method of river fishing that dates back thousands of years. A cormorant dives under the water, catches a fish, and then clings to a bamboo pole that the fisherman swings into the boat. It is easy to train a cormorant to behave like this because the bird has been imprinted on the fisherman instead of its natural mother. The fisherman imprints the cormorant on himself by appearing to the chick when it hatches out of the egg.
The young bird mistakes the fisherman for the mother bird and bonds with him, responding to his voice and, later, swimming alongside his boat. This 'follow response' is nature's way of preventing young birds from straying from their mother. The process of imprinting lasts for a period of up to two days after hatching. After this sensitive period the effect of the imprinting remains unchanged for the lifetime of the bird and cannot be reversed.

Dogs, cats, sheep, horses and other animals go through a process of imprinting similar to birds. In the case of dogs, the sensitive period lasts for up to 12 weeks. During this time the puppy can imprint on both its natural mother and on humans. Puppies are born blind and deaf, and naturally stay close to their mothers so they do not need an immediate 'follow response'. The sensitive period lasts from the second week to the fourteenth week of life. It is critical that a dog is socialized with other dogs, family pets and with people within this time frame. If the basic social behaviour is not imprinted in a puppy by the fourteenth week it will lead to behavioural problems later in life that are difficult to change.

A puppy should be left with its natural mother and the litter for several weeks before being socialized with people. If a puppy is taken away from its natural mother too early and handled by people then it sees humans as its natural companions and dogs as complete strangers. Dogs that have only been socialized with people are likely to be aggressive towards another person's dog or even attack it. Conversely, a dog that has been kept with the mother and litter for too long will not regard humans as companions and is more likely to be aggressive towards people and bite them. Dogs that have not been adequately socialized with both dogs and people can be difficult to control and will not respond to training.

**1** Cormorants imprinted on fishermen are difficult to train.
**2** Imprinting stops young birds from getting separated from their mother.
**3** Chicks are sensitive to imprinting -for up to 48 hours after hatching.
**4** Imprinting in birds is temporary.
**5** Puppies can only imprint on other dogs and humans.

@IELTS_8

## IELTS Reading (Activity 85) TRUE, FALSE, NOT GIVEN

▶ **What are shares for?**

A company that is quoted on the stock exchange offers shares in its ownership to anyone who wants to buy them. A large company may issue millions of shares. There are several types of shares, but the most common are called ordinary shares. If you buy one, you are a part—owner, or shareholder, in the company, with the right to share in its profits, to attend board meetings and to vote on key issues and appointments. You can sell your shares if someone is willing to buy them.

Shares are volatile — their prices go up and down all the time as people buy and sell them. All sorts of factors influence the prices of shares. including company analysis. Political change. natural disasters, wars and economic fluctuations, but one of the main factors is the behaviour of people who buy shares, or, as some would have it, 'the madness of crowds'. If many investors think the price of a share is going to go up and buy it, the price of the share will go up until they stop buying. This may have nothing to do with the essential soundness of the company. This kind of volatility is temporary. In the long term, shares in good companies are thought to be better investments than those in bad ones, This might seem obvious, but in the intense world of the stock market, it is often forgotten.

Companies usually start out by being privately owned. When they get big enough, the owners may decide to 'go public' and sell part of the shares of their company on the stock market. The rules for going public are quite strict, to make sure that the company is worth buying. The advantage to the original owners of selling their shares is that, if the offering is successful, they can realize very large sums of cash. Some owners, however, prefer to keep control by staying private, while others have been known to buy back all the shares and return the company to private ownership. Taking a company listed on the stock market back into private ownership is quite rare, and when it is done the aim is usually to increase control over decision-making. For instance, tycoons may decide they can do a better job of building the business by making a company private because the red tape and potential for interference by other shareholders is much less.

**1** Shareholders have a say in who can hold important positions in the company.
**2** A company can limit the number of shares held by any shareholder.
**3** A significant factor in determining the cost of shares is buyer activity.
**4** A company can easily decide to go public as there is little control of the process.

## IELTS Reading (Activity 86) TRUE, FALSE, NOT GIVEN

▶ **Australian culture and culture shock**

*Sometimes work, study or a sense of adventure take us out of our familiar surroundings to go and live in a different culture. The experience can be difficult, even shocking.*

Almost everyone who studies, lives or works abroad has problems adjusting to a new culture. This response is commonly referred to as 'culture shock'. Culture shock can be defined as 'the physical and emotional discomfort a person experiences when entering a culture different from their own'

For people moving to Australia, Price (2001) has identified certain values which may give rise to culture shock. Firstly, he argues that Australians place a high value on independence and personal choice. This means that a teacher or course tutor will not tell students what to do, but will give them a number of options and suggest they work out which one is the best in their circumstances. it also means that they are expected to take action if something goes wrong and seek out resources and support for themselves.

Price also comments that Australians are uncomfortable with differences in status and hence idealise the idea of treating everyone equally. An illustration of this is that most adult Australians call each other by their first names. This concern with equality means that Australians are uncomfortable taking anything too seriously and are even ready to joke about themselves.

Australians believe that life should have a balance between work and leisure time. As a consequence, some students may be critical of others who they perceive as doing nothing but study. Australian notions of privacy mean that areas such as financial matters, appearance and relationships are only discussed with close friends. While people may volunteer such information, they may resent someone actually asking them unless the friendship is firmly established. Even then, it is considered very impolite to ask someone what they earn. With older people, it is also rude to ask how old they are, why they are not married or why they do not have children. It is also impolite to ask people how much they have paid for something, unless there is a very good reason for asking.

**1** Australian teachers will suggest alternatives to students rather than offer one solution.
**2** In Australia, teachers will show interest in students' personal circumstances.
**3** Australians use people's first names so that everyone feels their status is similar.
**4** Students who study all the time may receive positive comments from their colleagues.
**5** It is acceptable to discuss financial issues with people you do not know well.
**6** Younger Australians tend to be friendlier than older Australians.

@IELTS_8

## IELTS Reading (Activity 87) TRUE, FALSE, NOT GIVEN

**▶ The Chinese bronze age**

The long period of the Bronze Age in China which began around 2000 B.C., saw the growth and maturity of a civilization that would be sustained in its essential aspects for another 2 .000 years. In the early stages of this development, the process of urbanization went hand in hand with the establishment of a social order. In China, as in other societies, the mechanism that generated social cohesion, and at a later stage statecraft, was ritualization. As most of the paraphernalia for early rituals were made in bronze and as rituals carried such an important social function. it is perhaps possible to read into the forms and decorations of these objects some of the central concerns of the societies (pat least the upper sectors of the societies) that produced them.

There were probably a number of early centers of bronze technology. but the area along the Yellow River in present-day Henan Province emerged as the center of the most advanced and literate cultures of the time and became the seat of the political and military power of the Shang dynasty; the earliest archaeologically recorded dynasty in Chinese history. The Shang dynasty was conquered by the people of Zhou who came from farther up the Yellow River in the area of Xi'an in Shaanxi Province. In the first years of the Zhou dynasty (ca. 1046- 256 B.C.), known as the Western Zhou (ca. 1046-771 B.C.), the ruling house of Zhou exercised a certain degree of 'imperial' power over most of central China. With the move of the capital to Luoyang in 771 B.C., however, the power of the Zhou rulers declined and the country divided into a number of nearly autonomous feudal states with nominal allegiance to the emperor. The second phase of the Zhou dynasty, known as the Eastern Zhou (771—2 56 B.C.), is subdivided into two periods. the Spring and Autumn period (770—ca. 475 B.C.) and the Warring States period (ca. 475-221 B.C.). During the Warring States period, seven major states contended for supreme control of the country, ending with the unification of China under the Qin in 221 B.C.

Although there is uncertainty as to when metallurgy began in China. there is reason to believe that early bronze-working developed autonomously, independent of outside influences. The era of the Shang and the Zhou dynasties is generally known as the Bronze Age of China, because bronze. an alloy of copper and tin, used to fashion weapons, parts of chariots, and ritual vessels, played an important role in the material culture of the time. Iron appeared in China toward the end of the period. during the Eastern Zhou dynasty.

**1** As the migration of people to towns and cities took place, Chinese society became more unified.
**2** According to evidence that has been unearthed, the Zhou people lost power to the Shang.
**3** At the end of the Zhou dynasty, there were nine powers seeking to rule China.
**4** Iron was introduced to China from outside.

## IELTS Reading (Activity 88) TRUE, FALSE, NOT GIVEN

**▶ Readers can join a unique experiment to discover what goes on in our brains and bodies at the fairground.**

For decades, thrill-seekers have happily queued to experience a few seconds of the adrenaline-spiking, intestine-twisting thrills of roller coaster and other funfair joy rides. Nowadays, people also spend hours living out the virtual excitement of computer games.

Doctors already understand the broad effects of joy rides. As a roller coaster puts the body through weightlessness, high gravitational forces and acceleration, the brain struggles to make sense of conflicting and changing signals from the senses. There are effects on the vestibular system, located in the inner ear, that detects position and motion, and on the somatic nervous system, which controls voluntary systems in the body, such as heartbeat.

Overall the brain responds to an exhilarating ride by triggering the release of a potent cocktail of biochemicals to deal with the body's stress, including more adrenaline (epinephrine) and norepinephrine which can suppress pain and boost the glow of euphoria that follows. The result can be pleasure but can also be nausea. Military and Nasa researchers have studied the problem for half a century, calling it 'simulator sickness'.

But engineers and scientists have not figured out how to fool the senses at the same rate at the same time. They still don't know for sure who might get sick. Meanwhile, the latest rides are pushing the boundaries of endurance. The human body cannot take much more of a G-force than the latest rollercoasters, so we need to understand more about what distinguishes a spine-tingling thrill from a gut-emptying fright to ensure the experience is memorable for the right reasons.

This study will help designers of amusement parks to squeeze more shrieks out of people by creating the illusion of imminent death, said Prof Rodden. Equally, the next generation of rides will sense when too many people feel nauseous and wind down accordingly. In short, they will be able to distinguish terror from titillation. This work will also help computer games to escape the boundaries of the Xbox and PlayStation. Steve Benford, of the mixed-reality lab at the University of Nottingham, believes that the thrill lab will help to design more immersive rides and games, 'real-time adaptive spaces.'

**1** More people now get thrills from computer games than fairground rides.
**2** The brain has difficulty understanding the messages sent from the senses during rollercoaster rides.
**3** Simulator sickness has been under investigation by a large number of researchers.
**4** The most recent rollercoasters take the human body further than their G-force *limits.*
**5** The lab volunteers will consist of equal numbers of men and women.
**6** Future rides will be able to adapt to people's reactions.

@IELTS_8

## IELTS Reading (Activity 89) TRUE, FALSE, NOT GIVEN

▶ **How consumers decide:** *Professor John Maule from the University of Leeds describes new research into the way that consumers choose a product.*

**Understanding consumers:** Consumers are creatures of habit: they buy the same products time and time again, and such is their familiarity with big brands, and the colours and logos that represent them, that they can register a brand they like with barely any conscious thought process. The packaging of consumer products is therefore a crucial vehicle for delivering the brand and the product into our shopping baskets.

Having said this, understanding how consumers make decisions, and the crucial role of packaging in this process, has been a neglected area of research so far. This is surprising given that organisations invest huge amounts of money in developing packaging that they believe is effective - especially at the retail level. Our Centre for Decision Research at Leeds University's Business School, in collaboration with Faraday Packaging, is now undertaking work in this area. It has already led to some important findings that challenge the ways in which organisations think about consumer choice.

The research has focused on two fundamental types of thinking. On the one hand, there's 'heuristic processing', which involves very shallow thought and is based on very simple rules: 1) buy what you recognize, 2) choose what you did last time, or 3) choose what a trusted source suggests. This requires comparatively little effort, and involves looking at - and thinking about — only a small amount of the product information and packaging. One can do this with little or no conscious thought.

On the other hand,'systematic processing' involves much deeper levels of thought. When people choose goods in this way, they engage in quite detailed analytical thinking – taking account of the product information, including its price, its perceived quality and so on. This form of thinking, which is both analytical and conscious, involves much more mental effort.

The role of packaging is likely to be very different for each of these types of decision making. Under heuristic processing for example, consumers may simply need to be able to distinguish the pack from those of competitors since they are choosing on the basis of what they usually do. Under these circumstances, the simple perceptual features of the pack may be critical — so that we can quickly discriminate what we choose from the other products on offer.

**1** Little research has been done on the link between packaging and consumers choosing a product.
**2** A person who buys what another person recommends is using heuristic thinking.
**3** Heuristic processing requires more energy than systematic processing.
**4** The concept of heuristic processing was thought up by Dr Maule's team.
**5** A consumer who considers how much a product costs is using systematic processing.
**6** For heuristic processing, packaging must be similar to other products.

## IELTS Reading (Activity 90) TRUE, FALSE, NOT GIVEN

▶ **Children's ideas about the rain-forests and the implications for course design**

Adults and children are frequently confronted with statements about the alarming rate of loss of tropical rainforests. For example, one graphic illustration to which children might readily relate is the estimate that rainforests are being destroyed at a rate equivalent to one thousand football fields every forty minutes - about the duration of a normal classroom period. In the face of the frequent and often vivid media coverage, it is likely that children will have formed ideas about rainforests - what and where they are, why they are important, what endangers them - independent of any formal tuition. It is also possible that some of these ideas will be mistaken.

Many studies have shown that children harbour misconceptions about 'pure', curriculum science. These misconceptions do not remain isolated but become incorporated into a multifaceted, but organised, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification. These ideas may be developed by children absorbing ideas through the popular media. Sometimes this information may be erroneous. It seems schools may not be providing an opportunity for children to re-express their ideas and so have them tested and refined by teachers and their peers.

Despite the extensive coverage in the popular media of the destruction of rainforests, little formal information is available about children's ideas in this area. The aim of the present study is to start to provide such information, to help teachers design their educational strategies to build upon correct ideas and to displace misconceptions and to plan programmes in environmental studies in their schools.

The study surveys children's scientific knowledge and attitudes to rainforests. Secondary school children were asked to complete a questionnaire containing five open-form questions. The most frequent responses to the first question were descriptions which are self-evident from the term 'rainforest'. Some children described them as damp, wet or hot. The second question concerned the geographical location of rainforests. The commonest responses were continents or countries: Africa (given by 43% of children) , South America (30%), Brazil (25%). Some children also gave more general locations, such as being near the Equator.

Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats. Fewer students responded that rainforests provide plant habitats, and even fewer mentioned the indigenous populations of rainforests. More girls (70%) than boys (60%) raised the idea of rainforest as animal habitats.

**1** The plight of the rainforests has largely been ignored by the media.
**2** Children only accept opinions on rainforests that they encounter in their classrooms.
**3** It has been suggested that children hold mistaken views about the 'pure' science that they study at school.
**4** The fact that children's ideas about science form part of a larger framework of ideas means that it is easier to change them.
**5** The study involved asking children a number of yes/no questions such as 'Are there any rainforests in Africa?'
**6** Girls are more likely than boys to hold mistaken views about the rainforests' destruction.

@IELTS_8

## IELTS Reading (Activity 91) YES, NO, NOT GIVEN

▶ **Youth works:**

As the pace of today's working life blurs the line between personal time and work time, so it increasingly mixes personal lifestyle and work style. And as companies concentrate on attracting and keeping a younger workforce for its technical skills and enthusiasm for change, office culture is becoming an extension of youth culture. This may be no bad thing. Along with the company games room come things that matter deeply to young people: opportunity, responsibility, respect. For most of human history the middle-aged have ruled. With years came wisdom, experience, connections and influence. Rarely did they change jobs, years of loyal service counted most. However, in the future, older workers will not disappear, or even reduce in numbers, but they will have to share power with fresh-faced youths.

There have been a number of reasons for this change; the most dramatic of these is technology. Children have always been more expert than their parents at something, but usually a game or a fashion, not the century's most important business tool. The Internet has triggered the first industrial revolution in history to be led by the young. This is the age group that created Netscape, the first commercial web browser; Napster, the music- sharing technology that shocked the music industry; Yahoo! and many of the other web giants. Though there have been youth revolutions before, none of them made the leap from teen bedroom to boardroom the way the Internet has. Throughout the twentieth century, had a young person wanted to enter corporate America they needed to leave their youth behind. They got a haircut, and probably a suit or at-least a tie. Now the same hair, same clothes, even nearly the same hours apply to office and home.

Had it not been for the Internet, this change could not have happened. However, it did not happen because of the lnternet only, the corporate restructurings of the 19805 and 90s broke down traditional hierarchies. In many companies, rigid seniority-based hierarchies have given way to hierarchies based on merit. No longer are the abilities to navigate internal bureaucracies and please your superiors the most valued skills. Today's employees are free agents who stay with companies only as long as they feel challenged and rewarded; moving from job to lob is now a sign of ambition and initiative. Today's young people are valued as workers for different reasons than their predecessors: they welcome change; they think differently; they are independent; they are entrepreneurial; they want opportunity more than money and security and finally, they demand respect.

**1** The number of older workers in companies will decline.
**2** The Internet is the most important development since the industrial revolution.
**3** Company structures are now based on ability, not length of employment.

## IELTS Reading (Activity 92) YES, NO, NOT GIVEN

▶ **Zoo conservation programmes**

One of London Zoo's recent advertisements caused me some irritation, so patently did it distort reality. Headlined 'Without zoos you might as well tell these animals to get stuffed", it was bordered with illustrations of several endangered species and went on to extol the myth that without zoos like London Zoo these animals "will almost certainly disappear forever'. With the zoo world's rather mediocre record on conservation, one might be forgiven for being slightly sceptical about such an advertisement.

Zoos were originally created as places of entertainment, and their suggested involvement with conservation didn't seriously arise until about 30 years ago, when the Zoological Society of London held the first formal international meeting on the subject. Eight years later, a series of world conferences took place, entitled 'The Breeding of Endangered Species', and from this point onwards conservation became the zoo community's buzzword. This commitment has now been clear defined in The World Zoo Conservation Strategy (WZGS, September 1993), which although an important and welcome document does seem to be based on an unrealistic optimism about the nature of the zoo industry.

The WZCS estimates that there are about 10,000 zoos in the world, of which around 1,000 represent a core of quality collections capable of participating in coordinated conservation programmes. This is probably the document's first failing, as I believe that 10,000 is a serious underestimate of the total number of places masquerading as zoological establishments. Of course it is difficult to get accurate data but, to put the issue into perspective, I have found that, in a year of working in Eastern Europe, I discover fresh zoos on almost a weekly basis.

The second flaw in the reasoning of the WZCS document is the naive faith it places in its 1,000 core zoos. One would assume that the calibre of these institutions would have been carefully examined, but it appears that the criterion for inclusion on this select list might merely be that the zoo is a member of a zoo federation or association. This might be a good starting point, working on the premise that members must meet certain standards, but again the facts don't support the theory.

**1** London Zoo's advertisements are dishonest.
**2** Zoos made an insignificant contribution to conservation up until 30 years ago.
**3** The WZCS document is not known in Eastern Europe.
**4** Zoos in the WZCS select list were carefully inspected.

@IELTS_8

## IELTS Reading (Activity 93) YES, NO, NOT GIVEN

▶ **Charitable trusts:**

Charities have become a multi-billion-pound concern in Britain. When the first charity law was introduced in l60l, charities simply helped the poor people in the local area. Now there are l87,000 registered charities in England and Wales, with an annual income of more than £30 billion.

As the average person gives £l2.90 a month to charity the voluntary sector is now as competitive as big business, and as desperate to create brand loyalty as any supermarket giant. The charitable sector is in fact very similar to the retail food industry in the huge differences between the smallest and biggest charities. At the smaller end, nearly a quarter of charities have an income of less than £l.000 a year, or less than l per cent of the total income. But at the other extreme, 460 organisations, which represent just 0.28 per cent of the entire sector, have an annual income of more than £l0 million.

The difference between the richest and poorest charities is not necessarily wrong, according to the Charities Aid Foundation. They say that the charitable sector is made up of a huge number of small, community-based groups that really don't need large amounts of money. They believe that the smaller, charities are set up for a specific purpose, like building a village hall
They then fold up when they have completed the job the charities which have millions of pounds have a huge responsibility for providing services in the public sector?) Which is why they have such a big slice of the funding.

The Arts Council of England is the country's wealthiest charity in terms of income, generating almost £500 million a year. The Arts Council, the British Council, Cancer Research UK, Oxfam and the National Trust are among the top income-generating charities. As well as attracting millions of pounds in public donations, they also receive large government so grants for the work they do. For the first time last year, charities received more money from government grants than from public donations. This is not because individual giving is decreasing — it has increased in the past couple of years to more than £7 billion — but because government funding has grown since the government gave more public services to charities to operate.

**1** The world of charities is very similar to the world of supermarkets.
**2** The gap between rich and poor charities should be reduced.
**3** Charities with millions of pounds have fewer social responsibilities.
**4** Charities are receiving more money from business.

## IELTS Reading (Activity 94) YES, NO, NOT GIVEN

▶ **Why plastic is the scourge of sea of life:**

A 'plastic soup' of waste floating in the Pacific Ocean is growing at an alarming rate, and now covers an area twice the size of the continental United States, scientists have said. The vast expanse of debris — in effect the world's largest rubbish dump — is held in place by swirling underwater currents. This drifting 'soup' stretches from about 500 nautical miles off the Californian coast, across the northern Pacific, past Hawaii and almost as far as Japan.

Charles Moore, an American oceanographer who discovered the 'Great Pacific Garbage Patch', or 'trash vortex', believes that about 100 million tons of flotsam are circulating in the region. Marcus Eriksen, a research director of the US-based Algalita Marine Research Foundation, which Mr Moore founded, said yesterday: 'The original idea that people had was that it was an island of plastic garbage that you could almost walk on. It is not quite like that. It is almost like a plastic soup. It is endless for an area that is maybe twice the size as continental United States.'

The 'soup' is actually two linked areas, either side of the islands of Hawaii, known as the Western and Eastern Pacific Garbage Patches. About one-fifth of the debris - which includes everything from footballs and kayaks to Lego blocks and carrier bags - is thrown off ships or oil platforms. The rest comes from land.

According to the UN Environment Programme, plastic debris causes the deaths of more than a million seabirds every year, as well as more than 100,000 marine mammals. Syringes, cigarette lighters and toothbrushes have been found inside the stomachs of dead seabirds, which mistake them for food.

Plastic is believed to constitute 90 per cent of all rubbish floating in the oceans. The UN Environment Programme estimated in 2006 that every square mile of ocean contains 46,000 pieces of floating plastic. Dr Eriksen said the slowly rotating mass of rubbish-laden water poses a risk to human health too. Hundreds of millions of tiny plastic pellets, or nurdles — the raw materials for the plastic industry — are lost or spilled every year, working their way into the sea. These pollutants act as chemical sponges attracting man-made chemicals such as hydrocarbons and the pesticide DDT. They then enter the food chain. 'What goes into the ocean goes into these animals and onto your dinner plate. It's that simple,' said Dr Eriksen.

**1** The plastic soup is the biggest collection of waste on the planet.
**2** The soup is made of three areas connected together.
**3** The amount of plastic waste in the sea will remain roughly stable.
**4** Most of the rubbish in the sea appears to be made up of plastic.

@IELTS_8

## IELTS Reading (Activity 95) YES, NO, NOT GIVEN

▶ **E-ZPass was just the beginning**

CALIFORNIA, Pennsylvania, Texas and Virginia may be quite different in many ways when it comes to the presidential primaries, but they do have one thing in common: all are grappling with how to collect tolls from the drivers who use their highways. Electronic toll collection is increasingly the obvious answer. Pennsylvania, which is trying to turn Interstate 80 into a toll road, is considering going completely electronic and not including cash lanes.

By charging tolls on an Interstate that had always been Free, Pennsylvania hopes to generate the money needed to maintain this vital east-west artery, a major thoroughfare for trucks. Other states are also looking for ways to raise the money needed for highway repair, upkeep and expansion. Because resistance to raising taxes on gasoline and diesel remains strong, lawmakers are instead turning to tolls or, in governmental parlance, 'user fees'.

While Interstate 80 might appear to be a good place to go entirely electronic, the state may be forced to install some cash lanes because many drivers — including some in rental cars and those From states without toll roads — still pay with cash. Cash transactions are costly, though, because highway agencies must pay toll-takers, maintain plazas and safely transfer the cash to banks. And for drivers already faced by a multitude of distractions, fumbling through pockets for nickels dimes and quarters to pitch at toll collectors is not only frustrating, it can be dangerous.

Like Fast-Food restaurants, department stores and other businesses that handle cash, tolling agencies are introducing a variety of technologies to streamline the process and increase profits. The most common substitute For human toll collecting uses a combination of radio-frequency identification transponders, high-speed cameras and networked computers that read tags in windshields and instantaneously charge the driver's account, usually billed to their credit cards. Toll plazas are being redesigned so vehicles do not need to slow down.

The spread of electronic tolling is having a subtle and unexpected impact on motoring. Drivers need not weave through toll plazas in search of a lane that accepts cash, a particularly difficult task for those on motorcycles. Travel across many states no longer requires a hoard of change For tolls. And because they can check their toll payments online, businessmen do not need to save fistfuls of receipts For their expense reports.

**1** It is clear that taking tolls from road users is best done electronically.
**2** Cash tolls are expensive to administer because of the expense of employing security guards at toll plazas.
**3** The removal of cash tolls is only for financial gain.
**4** Business people will benefit the most from the use of electronic tolling.

## IELTS Reading (Activity 96) YES, NO, NOT GIVEN

▶ **Worldly Wealth**

*Can the future population of the world enjoy a comfortable lifestyle, with possessions, space and mobility, without crippling the environment?*

The world's population is expected to stabilize at around nine billion. Will it be possible for nine billion people to have the lifestyle enjoyed today only by the wealthy? One school of thought says no: not only should the majority of the world's people resign themselves to poverty forever, but rich nations must also revert to simpler lifestyles in order to save the planet.

Admittedly, there may be political or social barriers to achieving a rich world. But in fact there seems to be no insuperable physical or ecological reason why nine billion people should not achieve a comfortable lifestyle, using technology only slightly more advanced than that which we now possess. In thinking about the future of civilization, we ought to start by asking what people want .

The evidence demonstrates that as people get richer they want a greater range of personal technology, they want lots of room (preferably near or in natural surroundings) and they w ant greater speed in travel. More possessions, more space, more mobility.

In the developed world, the personal technologies of the wealthy, including telephones, washing machines and ears, have become necessities within a generation or two. Increasing productivity that results in decreasing costs for such goods has been responsible for the greatest gains in the standard of living, and there is every reason to believe that this will continue.

As affluence grows, the amount of energy and raw- materials used for production of machinery will therefore escalate. But this need not mean an end to the machine age. Rather than being throw n away, materials from old machinery can be recycled by manufacturers. And long before all fossil fuels are exhausted, their rising prices may compel industrial society not only to become more energy efficient but also to find alternative energy sources sufficient for the demands of an advanced technological civilization nuclear fission, nuclear fusion, solar energy, chemical photosynthesis, geothermal, biomass or some yet unknown source of energy.

**1** Today's wealthy people ignore the fact that millions are living in poverty.
**2** There are reasons why the future population of the world may not enjoy a comfortable lifestyle.
**3** The first thing to consider when planning for the future is environmental protection.
**4** As manufactured goods get cheaper, people will benefit more from them.
**5** It may be possible to find new types of raw materials for use in the production of machinery.
**6** The rising prices of fossil fuels may bring some benefits.

@IELTS_8

## IELTS Reading (Activity 97) YES, NO, NOT GIVEN

▶ **The Search for the Anti-aging Pill:** *In government laboratories and elsewhere, scientists are seeking a drug able to prolong life and youthful vigor. Studies of caloric restriction are showing the way*

As researchers on aging noted recently, no treatment on the market today has been proved to slow human aging - the build-up of molecular and cellular damage that increases vulnerability to infirmity as we grow older. But one intervention, consumption of a low-calorie* yet nutritionally balanced diet, works incredibly well in a broad range of animals, increasing longevity and prolonging good health. Those findings suggest that caloric restriction could delay aging and increase longevity in humans, too.

Unfortunately, for maximum benefit, people would probably have to reduce their caloric intake by roughly thirty per cent, equivalent to dropping from 2,500 calories a day to 1,750. Few mortals could stick to that harsh a regimen, especially for years on end. But what if someone could create a pill that mimicked the physiological effects of eating less without actually forcing people to eat less? Could such a 'caloric-restriction mimetic', as we call it, enable people to stay healthy longer, postponing age-related disorders (such as diabetes, arteriosclerosis, heart disease and cancer) until very late in life? Scientists first posed this question in the mid-1990s, after researchers came upon a chemical agent that in rodents seemed to reproduce many of caloric restriction's benefits. No compound that would safely achieve the same feat in people has been found yet, but the search has been informative and has fanned hope that caloric-restriction (CR) mimetics can indeed be developed eventually.

**The benefits of caloric restriction**

The hunt for CR mimetics grew out of a desire to better understand caloric restriction's many effects on the body. Scientists first recognized the value of the practice more than 60 years ago, when they found that rats fed a low-calorie diet lived longer on average than free-feeding rats and also had a reduced incidence of conditions that become increasingly common in old age. What is more, some of the treated animals survived longer than the oldest-living animals in the control group, which means that the maximum lifespan (the oldest attainable age), not merely the normal lifespan, increased. Various interventions, such as infection-fighting drugs, can increase a population's average survival time, but only approaches that slow the body's rate of aging will increase the maximum lifespan.

**1** Studies show drugs available today can delay the process of growing old.
**2** There is scientific evidence that eating fewer calories may extend human life.
**3** Not many people are likely to find a caloric-restricted diet attractive.
**4** Diet-related diseases are common in older people.
**5** In experiments, rats who ate what they wanted led shorter lives than rats on a low-calorie diet.

## IELTS Reading (Activity 98) YES, NO, NOT GIVEN

▶ **The risks of cigarette smoke:** Discovered in the early 1800s and named nicotianine, the oily essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia , bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk . A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers . Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

**1** Thirty per cent of deaths in the United States are caused by smoking-related diseases.
**2** If one partner in a marriage smokes, the other is likely to take up smoking.
**3** Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.
**4** Opponents of smoking financed the UCSF study.

@IELTS_8

## IELTS Reading (Activity 99) YES, NO, NOT GIVEN

**▶ Video game research**

Although video games were first developed for adults, they are no longer exclusively reserved for the grown ups in the home. In 2006, Rideout and Hamel reported that as many as 29 percent of preschool children (children between two and six years old) in the United States had played console video games, and 18 percent had played hand-held ones. Given young children's insatiable eagerness to learn, coupled with the fact that they are clearly surrounded by these media, we predict that preschoolers will both continue and increasingly begin to adopt video games for personal enjoyment. Although the majority of gaming equipment is still designed for a much older target audience, once a game system enters the household it is potentially available for all family members, including the youngest. Portable systems have done a particularly good job of penetrating the younger market.

Research in the video game market is typically done at two stages: some time close to the end of the product cycle, in order to get feedback from consumers, so that a marketing strategy can be developed; and at the very end of the product cycle to 'fix bugs' in the game. While both of those types of research are important, and may be appropriate for dealing with adult consumers, neither of them aids in designing better games, especially when it comes to designing for an audience that may have particular needs, such as preschoolers or senior citizens. Instead, exploratory and formative research has to be undertaken in order to truly understand those audiences, their abilities, their perspective, and their needs.

In the spring of 2007, our preschool-game production team at Nickelodeon had a hunch that the Nintendo DS - with its new features, such as the microphone, small size and portability, and its relatively low price point - was a ripe gaming platform for preschoolers. There were a few games on the market at the time which had characters that appealed to the younger set, but our game producers did not think that the game mechanics or design were appropriate for preschoolers.

**1** Video game use amongst preschool children is higher in the US than in other countries.
**2** The proportion of preschool children using video games is likely to rise.
**3** Parents in the US who own gaming equipment generally allow their children to play with it.
**4** The type of research which manufacturers usually do is aimed at improving game design.
**5** Both old and young games consumers require research which is specifically targeted.

## IELTS Reading (Activity 100) YES, NO, NOT GIVEN

**▶ Superstitions**

Superstition is not an easy word to deal with. Lt has been used in numerous contexts, with roughly the same meaning, for at least six hundred years, but it is always the context in which the word appears that matters. By its very nature the concept of superstition is highly subjective, and this is seen most clearly in the use of the word as an adjective. Any person or group can call another 'superstitious', but this tells us nothing about the beliefs of those thus described. The only certainty is that the person using the word disapproves of, or wishes to belittle, the belief or custom which s/he is so labelling. In general, dominant elements in a society dismiss the beliefs of less powerful elements as superstitious.

It is because of this cultural baggage that modern folklorists tend to eschew the word 'superstition' and prefer to use terms such as 'alternative belief'. Unfortunately, such attempts to alter perception by changing language are rarely successful. Outside the strictly scientific spheres, meaning is not under the control of the specialist.

In most dictionary definitions of superstition, the central point is irrationality: 'irrational belief usually founded on ignorance or fear and characterised by obsessive reverence for omens, charms, etc.' Collins English Dictionary (1986).

In the modern world, however, we are often uncomfortable with the assumption that there is only one valid form of 'rationality'. The Encyclopaedia Britannica is clearly uneasy on this point: 'Belief, half belief, or practice of which there appears to be no rational substance. Those who use the term imply that they have superior evidence for their own scientific, philosophic, or religious convictions. An ambiguous word, it probably cannot be used except subjectively.'

These descriptions pose the further question of what is 'belief'. Do people really believe, pay lip-service to, or simply know of the superstitions without following them? In many cases we have insufficient information about 'belief' as such, but can merely register that a superstition was recorded at a particular time and place.

**1** 'Superstition' is a simple term.
**2** The word 'superstitious' can be used in a scientific way.
**3** The powerful tend to be less superstitious than the powerless.
**4** Modern folklorists avoid using the word 'superstition'.
**5** It is easy to influence the way people think by changing language.
**6** Scientists have more control over the meanings of words than other specialists.

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# IELTS

# Reading Samples

# (Academic)

- Standard samples
- Annotated Answer key

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# ▶ TEST 1

## READING PASSAGE 1

*You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage1 below.*

## Australia's sporting success

**A**

They play hard, they play often, and they play to win. Australian sports teams win more than their fair share of titles, demolishing rivals with seeming ease. How do they do it? A big part of the secret is an extensive and expensive network of sporting academies underpinned by science and medicine. At the Australian Institute of Sport (AIS), hundreds of youngsters and pros live and train under the eyes of coaches. Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of sportsmen and women. Both provide intensive coaching, training facilities and nutritional advice.

**B**

Inside the academies, science takes centre stage. The AIS employs more than 100 sports scientists and doctors, and collaborates with scores of others in universities and research centres. AIS scientists work across a number of sports, applying skills learned in one - such as building muscle strength in golfers - to others, such as swimming and squash .They are backed up by technicians who design instruments to collect data from athletes. They all focus on one aim: winning. 'We can't waste our time looking at ethereal scientific questions that don't help the coach work with an athlete and improve performance,' says Peter Pricker chief of science at AIS.

**C**

A lot of their work comes down to measurement - everything from the exact angle of a swimmer's dive to the second-by-second power output of a cyclist .This data is used to wring improvements out of athletes. The focus is on individuals, tweaking performances to squeeze an extra hundredth of a second here, an extra millimetre there. No gain is too slight to bother with. It's the tiny, gradual improvements that add up to world-beating results. To demonstrate how the system works, Bruce Mason at AIS shows off the prototype of a 3D analysis tool for studying swimmers. A wire-frame model of a champion swimmer slices through the water, her arms moving in slow motion. Looking side-on, Mason measures the distance between strokes. From above, he analyses how her spine swivels. When fully developed, this system will enable him to build a biomechanical profile for coaches to use to help budding swimmers. Mason's contribution to sport also includes the development of the SWAN (SWimming ANalysis) system now used in Australian national competitions. It collects images from digital cameras running at 50 frames a second and breaks down each part of a swimmer's performance into factors that can be analysed individually - stroke length, stroke frequency, average duration of each stroke, velocity, start, lap and finish times, and so on. At the end of each race, SWAN spits out data on each swimmer.

**D**

Take a look,' says Mason, pulling out a sheet of data. He points out the data on the swimmers in second and third place, which shows that the one who finished third actually swam faster. So why did he finish 35 hundredths of a second down? 'His turn times were 44 hundredths of a second behind the other guy,' says Mason. 'If he can improve on his turns, he can do much better. 'This is the kind of accuracy that AIS scientists' research is bringing to a range of sports. With the Cooperative Research Centre for Micro Technology in Melbourne, they are developing unobtrusive sensors that will be embedded in an athlete's clothes or running shoes to monitor heart rate, sweating, heat production or any other factor that might have an impact on an athlete's ability to run. There's more to it than simply measuring performance. Pricker gives the example of athletes who may be down with coughs and colds 11 or 12 times a year. After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes' saliva . If IgA levels suddenly fall below a certain level, training is eased or dropped altogether. Soon, IgA levels start rising again, and the danger passes. Since the tests were introduced, AIS athletes in all sports have been remarkably successful at staying healthy.

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**E**

Using data is a complex business. Well before a championship, sports scientists and coaches start to prepare the athlete by developing a 'competition model', based on what they expect will be the winning times. 'You design the model to make that time,' says Mason. 'A start of this much, each free-swimming period has to be this fast, with a certain stroke frequency and stroke length, with turns done in these times. 'All the training is then geared towards making the athlete hit those targets, both overall and for each segment of the race. Techniques like these have transformed Australia into arguably the world's most successful sporting nation.

**F**

Of course, there's nothing to stop other countries copying - and many have tried. Some years ago, the AIS unveiled coolant-lined jackets for endurance athletes. At the Atlanta Olympic Games in 1996, these sliced as much as two per cent off cyclists' and rowers' times. Now everyone uses them. The same has happened to the 'altitude tent', developed by AIS to replicate the effect of altitude training at sea level. But Australia's success story is about more than easily copied technological fixes, and up to now no nation has replicated its all-encompassing system.

### *Questions 1-7*

Reading Passage 1 has six paragraphs, A-F.

Which paragraph contains the following information?

*Write the correct letter, A-F, in boxes 1-7 on your answer sheet.*

**NB** You may use any letter more than once.

**1** a reference to the exchange of expertise between different sports
**2** an explanation of how visual imaging is employed in investigations
**3** a reason for narrowing the scope of research activity
**4** how some AIS ideas have been reproduced
**5** how obstacles to optimum achievement can be investigated
**6** an overview of the funded support of athletes
**7** how performance requirements are calculated before an event

### *Questions 8-11*

*Classify the following techniques according to whether the writer states they*

***A*** *are currently exclusively used by Australians*
***B*** *will be used in the future by Australians*
***C*** *are currently used by both Australians and their rivals*

Write the correct letter, ***A***, ***B*** *or* ***C***. in boxes 8-11 on your answer sheet.

**8** cameras
**9** sensors
**10** protein tests
**11** altitude tents

### *Questions 12 and 13*

*Answer the questions below.*

Choose ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** from the passage for each answer.

Write your answers in boxes 12 and 13 on your answer sheet.

**12** What is produced to help an athlete plan their performance in an event?
**13** By how much did some cyclists' performance improve at the 1996 Olympic Games?

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**READING PASSAGE 2**

*You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.*

## Delivering the goods

***The vast expansion in international trade owes much to a revolution in the business of moving freight***

**A** International trade is growing at a startling pace. While the global economy has been expanding at a bit over 3% a year, the volume of trade has been rising at a compound annual rate of about twice that. Foreign products, from meat to machinery, play a more important role in almost every economy in the world, and foreign markets now tempt businesses that never much worried about sales beyond their nation's borders.

**B** What lies behind this explosion in international commerce? The general worldwide decline in trade barriers, such as customs duties and import quotas, is surely one explanation. The economic opening of countries that have traditionally been minor players is another. But one force behind the import-export boom has passed all but unnoticed: the rapidly falling cost of getting goods to market. Theoretically, in the world of trade, shipping costs do not matter. Goods, once they have been made, are assumed to move instantly and at no cost from place to place. The real world, however, is full of frictions. Cheap labour may make Chinese clothing competitive in America, but if delays in shipment lie up working capital and cause winter coats to arrive in spring, trade may lose its advantages.

**C** At the turn of the 20th century, agriculture and manufacturing were the two most important sectors almost everywhere, accounting for about 70% of total output in Germany, Italy and France, and 40-50% in America, Britain and Japan. International commerce was therefore dominated by raw materials, such as wheat, wood and iron ore, or processed commodities, such as meat and steel. But these sorts of products are heavy and bulky and the cost of transporting them relatively high.

**D** Countries still trade disproportionately with their geographic neighbours . Over time, however, world output has shifted into goods whose worth is unrelated to their size and weight. Today, it is finished manufactured products that dominate the flow of trade, and, thanks to technological advances such as lightweight components, manufactured goods themselves have tended to become lighter and less bulky. As a result, less transportation is required for every dollar's worth of imports or exports.

**E** To see how this influences trade, consider the business of making disk drives for computers. Most of the world's disk-drive manufacturing is concentrated in South-east Asia. This is possible only because disk drives, while valuable, are small and light and so cost little to ship. Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather than purchasing them on the domestic market Distance therefore poses no obstacle to the globalisation of the disk-drive industry.

**F** This is even more true of the fast-growing information industries. Films and compact discs cost little to transport, even by aeroplane. Computer software can be 'exported' without ever loading it onto a ship, simply by transmitting it over telephone lines from one country to another, so freight rates and cargo-handling schedules become insignificant factors in deciding where to make the product. Businesses can locate based on other considerations, such as the availability of labour, while worrying less about the cost of delivering their output.

**G** Many countries deregulation has helped to drive the process along. But, behind the scenes, a series of technological innovations known broadly as *containerisation* and intermodal transportation has led to swift productivity improvements in cargo-handling . Forty years ago, the process of exporting or importing involved a great many stages of handling, which risked portions of the shipment being damaged or stolen along the way. The invention of the container crane made it possible to load and unload containers without capsizing the ship and the adoption of standard container sizes allowed almost any box to be transported on any ship. By 1967, dual-purpose ships, carrying loose cargo in the hold* and containers on the deck, were giving way to all-container vessels that moved thousands of boxes at a time.

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**H** The shipping container transformed ocean shipping into a highly efficient, intensely competitive business. But getting the cargo to and from the dock was a different story. National governments, by and large, kept a much firmer hand on truck and railroad tariffs than on charges for ocean freight. This started changing, however, in the mid-1970s, when America began to deregulate its transportation industry. First airlines, then road hauliers and railways, were freed from restrictions on what they could carry, where they could haul it and what price they could charge. Big productivity gains resulted. Between 1985 and 1996, for example, America's freight railways dramatically reduced their employment, trackage, and their fleets of locomotives - while increasing the amount of cargo they hauled. Europe's railways have also shown marked, albeit smaller, productivity improvements.

**I** In America the period of huge productivity gains in transportation may be almost over, but in most countries the process still has far to go. State ownership of railways and airlines, regulation of freight rates and toleration of anti-competitive practices, such as cargo-handling monopolies, all keep the cost of shipping unnecessarily high and deter international trade. Bringing these barriers down would help the world's economies grow even closer.

* hold: ship's storage area below deck

### *Questions 14-17*

Reading Passage 2 has nine paragraphs, **A-I**.
Which paragraph contains the following information?
*Write the correct letter, **A-I**, in boxes 14-17 on your answer sheet.*

**14** a suggestion for improving trade in the future
**15** the effects of the introduction of electronic delivery
**16** the similar cost involved in transporting a product from abroad or from a local supplier
**17** the weakening relationship between the value of goods and the cost of their delivery

### *Questions 18-22*

Do the following statements agree with the information given in Reading Passage 2?

*In boxes 18-22 on your answer sheet, write*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**18** International trade is increasing at a greater rate than the world economy.
**19** Cheap labour guarantees effective trade conditions.
**20** Japan imports more meat and steel than France.
**21** Most countries continue to prefer to trade with nearby nations.
**22** Small computer components are manufactured in Germany.

### *Questions 23-26*

Complete the summary using the list of words, ***A-K***, below.

Write the correct letter, ***A-K***, in boxes 23-26 on your answer sheet.

## THE TRANSPORT REVOLUTION

Modern cargo-handling methods have had a significant effect on **23** ..... as the business of moving freight around the world becomes increasingly streamlined. Manufacturers of computers, for instance, are able to import **24** ..... from overseas, rather than having to rely on a local supplier. The introduction of **25** .....has meant that bulk cargo can be safely and efficiently moved over long distances. While international shipping is now efficient, there is still a need for governments to reduce **26** ..... in order to free up the domestic cargo sector.

| | | |
|---|---|---|
| **A** tariffs | **B** components | **C** container ships |
| **D** output | **E** employees | **F** insurance costs |
| **G** trade | **H** freight | **I** fares |
| **J** software | **K** international standards | |

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## READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 below.*

### *Questions 27-32*

Reading Passage 3 has seven paragraphs, A-G.

*Choose the correct heading for paragraphs **B-G** from the list of headings below.*

*Write the correct number, **i-ix**, in boxes 27-32 on your answer sheet.*

**List of Headings**

**i** The reaction of the limit community to climate change
**ii** Understanding of climate change remains limited
**iii** Alternative sources of essential supplies
**iv** Respect for limit opinion grows
**v** A healthier choice of food
**vi** A difficult landscape
**vii** Negative effects on well-being
**viii** Alarm caused by unprecedented events in the Arctic
**ix** The benefits of an easier existence

| | |
|---|---|
| **27** | Paragraph **B** |
| **28** | Paragraph **C** |
| **29** | Paragraph **D** |
| **30** | Paragraph **E** |
| **31** | Paragraph **F** |
| **32** | Paragraph **G** |

| *Example* | *Answer* |
|---|---|
| Paragraph **A** | **viii** |

## Climate Change and the Inuit

*The threat posed by climate change in the Arctic and the problems faced by Canada's Inuit people*

**A** Unusual incidents are being reported across the Arctic. Inuit families going off on snowmobiles to prepare their summer hunting camps have found themselves cut off from home by a sea of mud, following early thaws. There are reports of igloos losing their insulating properties as the snow drips and refreezes, of lakes draining into the sea as permafrost melts, and sea ice breaking up earlier than usual, carrying seals beyond the reach of hunters. Climate change may still be a rather abstract idea to most of us, but in the Arctic it is already having dramatic effects - if summertime ice continues to shrink at its present rate, the Arctic Ocean could soon become virtually ice-free in summer. The knock-on effects are likely to include more warming, cloudier skies, increased precipitation and higher sea levels. Scientists are increasingly keen to find out what's going on because they consider the Arctic the 'canary in the mine' for global warming - a warning of what's in store for the rest of the world.

**B** For the Inuit the problem is urgent. They live in precarious balance with one of the toughest environments on earth. Climate change, whatever its causes, is a direct threat to their way of life. Nobody knows the Arctic as well as the locals, which is why they are not content simply to stand back and let outside experts tell them what's happening. In Canada, where the Inuit people are jealously guarding their hard-won autonomy in the country's newest territory, Nunavut, they believe their best hope of survival in this changing environment lies in combining their ancestral knowledge with the best of modern science. This is a challenge in itself.

**C** The Canadian Arctic is a vast, treeless polar desert that's covered with snow for most of the year. Venture into this terrain and you get some idea of the hardships facing anyone who calls this home. Farming is out of the question and nature offers meagre pickings. Humans first settled in the Arctic a mere 4,500 years ago, surviving by exploiting sea mammals and fish. The environment tested them to the limits: sometimes the colonists were successful, sometimes they failed and vanished. But around a thousand years ago, one group emerged that was uniquely well adapted to cope with the Arctic environment. These Thule people moved in from Alaska, bringing kayaks, sleds, dogs, pottery and iron tools. They are the ancestors of today's Inuit people.

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**D** Life for the descendants of the Thule people is still harsh. Nunavut is 1.9 million square kilometres of rock and ice, and a handful of islands around the North Pole. It's currently home to 2,500 people, all but a handful of them indigenous Inuit. Over the past 40 years, most have abandoned their nomadic ways and settled in the territory's 28 isolated communities, but they still rely heavily on nature to provide food and clothing. Provisions available in local shops have to be flown into Nunavut on one of the most costly air networks in the world, or brought by supply ship during the few ice-free weeks of summer. It would cost a family around £7,000 a year to replace meat they obtained themselves through hunting with imported meat. Economic opportunities are scarce, and for many people state benefits are their only income.

**E** While the Inuit may not actually starve if hunting and trapping are curtailed by climate change, there has certainly been an impact on people's health. Obesity, heart disease and diabetes are beginning to appear in a people for whom these have never before been problems. There has been a crisis of identity as the traditional skills of hunting, trapping and preparing skins have begun to disappear. In Nunavut's 'igloo and email' society, where adults who were born in igloos have children who may never have been out on the land, there's a high incidence of depression.

**F** With so much at stake, the Inuit are determined to play a key role in teasing out the mysteries of climate change in the Arctic. Having survived there for centuries, they believe their wealth of traditional knowledge is vital to the task. And Western scientists are starting to draw on this wisdom, increasingly referred to as 'Inuit Qaujimajatuqangit', or IQ. 'In the early days scientists ignored us when they came up here to study anything. They just figured these people don't know very much so we won't ask them,' says John Amagoalik, an Inuit leader and politician. 'But in recent years IQ has had much more credibility and weight.' In fact it is now a requirement for anyone hoping to get permission to do research that they consult the communities, who are helping to set the research agenda to reflect their most important concerns. They can turn down applications from scientists they believe will work against their interests, or research projects that will impinge too much on their daily lives and traditional activities.

**G** Some scientists doubt the value of traditional knowledge because the occupation of the Arctic doesn't go back far enough. Others, however, point out that the first weather stations in the far north date back just 50 years. There are still huge gaps in our environmental knowledge, and despite the scientific onslaught, many predictions are no more than best guesses. IQ could help to bridge the gap and resolve the tremendous uncertainty about how much of what we're seeing is natural capriciousness and how much is the consequence of human activity.

### *Questions 33-40*

*Complete the summary of paragraphs C and D below.*

Choose ***NO MORE THAN TWO WORDS*** from paragraphs C and D for each answer.

*Write your answers in boxes 33-40 on your answer sheet.*

If you visit the Canadian Arctic, you immediately appreciate the problems faced by people for whom this is home. It would clearly be impossible for the people to engage in **33** ..... as a means of supporting themselves. For thousands of years they have had to rely on catching **34** ..... and **35** ..... as a means of sustenance.
The harsh surroundings saw many who tried to settle there pushed to their limits, although some were successful. The **36** ..... people were an example of the latter and for them the environment did not prove unmanageable. For the present inhabitants, life continues to be a struggle. The territory of Nunavut consists of little more than ice, rock and a few **37** ..... In recent years, many of them have been obliged to give up their **38** ..... lifestyle, but they continue to depend mainly on **39** ..... for their food and clothes. **40** .....produce is particularly expensive.

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# ▶ TEST 2

## READING PASSAGE 1

*You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage1 below.*

## Pulling strings to build pyramids

*No one knows exactly how the pyramids were built.*

*Marcus Chown reckons the answer could be 'hanging in the air'.*

The pyramids of Egypt were built more than three thousand years ago, and no one knows how. The conventional picture is that tens of thousands of slaves dragged stones on sledges. But there is no evidence to back this up. Now a Californian software consultant called Maureen Clemmons has suggested that kites might have been involved. While perusing a book on the monuments of Egypt, she noticed a hieroglyph that showed a row of men standing in odd postures. They were holding what looked like ropes that led, via some kind of mechanical system, to a giant bird in the sky. She wondered if perhaps the bird was actually a giant kite, and the men were using it to lift a heavy object.

Intrigued, Clemmons contacted Morteza Gharib, aeronautics professor at the California Institute of Technology. He was fascinated by the idea. 'Coming from Iran, I have a keen interest in Middle Eastern science', he says. He too was puzzled by the picture that had sparked Clemmons's interest. The object in the sky apparently had wings far too short and wide for a bird. 'The possibility certainly existed that it was a kite' he says. And since he needed a summer project for his student Emilio Graff, investigating the possibility of using kites as heavy lifters seemed like a good idea.

Gharib and Graff set themselves the task of raising a 4.5-metre stone column from horizontal to vertical, using no source of energy except the wind. Their initial calculations and scale-model wind-tunnel experiments convinced them they wouldn't need a strong wind to lift the 33.5-tonne column. Even a modest force, if sustained over a long time, would do. The key was to use a pulley system that would magnify the applied force. So they rigged up a tent-shaped scaffold directly above the tip of the horizontal column, with pulleys suspended from the scaffold's apex. The idea was that as one end of the column rose, the base would roll across the ground on a trolley.

Earlier this year, the team put Clemmons's unlikely theory to the test, using a 40-square-metre rectangular nylon sail. The kite lifted the column clean off the ground. 'We were absolutely stunned,' Gharib says. The instant the sail opened into the wind, a huge force was generated and the column was raised to the vertical in a mere 40 seconds.'

The wind was blowing at a gentle 16 to 20 kilometres an hour, little more than half what they thought would be needed. What they had failed to reckon with was what happened when the kite was opened. There was a huge initial force - five times larger than the steady state force ,' Gharib says. This jerk meant that kites could lift huge weights, Gharib realised. Even a 300-tonne column could have been lifted to the vertical with 40 or so men and four or five sails . So Clemmons was right: the pyramid, builders could have used kites to lift massive stones into place. 'Whether they actually did is another matter,' Gharib says. There are no pictures showing the construction of the pyramids, so there is no way to tell what really happened. The evidence for using kites to move large stones is no better or worse than the evidence for the brute force method,' Gharib says.

Indeed, the experiments have left many specialists unconvinced. The evidence for kite-lifting is non-existent,' says Willeke Wendrich, an associate professor of Egyptology at the University of California, Los Angeles.

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Others feel there is more of a case for the theory. Harnessing the wind would not have been a problem for accomplished sailors like the Egyptians. And they are known to have used wooden pulleys, which could have been made strong enough to bear the weight of massive blocks of stone. In addition, there is some physical evidence that the ancient Egyptians were interested in flight. A wooden artefact found on the step pyramid at Saqqara looks uncannily like a modern glider. Although it dates from several hundred years after the building of the pyramids, its sophistication suggests that the Egyptians might have been developing ideas of flight for a long time. And other ancient civilisations certainly knew about kites; as early as 1250 BC, the Chinese were using them to deliver messages and dump flaming debris on their foes.

The experiments might even have practical uses nowadays. There are plenty of places around the globe where people have no access to heavy machinery, but do know how to deal with wind, sailing and basic mechanical principles. Gharib has already been contacted by a civil engineer in Nicaragua, who wants to put up buildings with adobe roofs supported by concrete arches on a site that heavy equipment can't reach. His idea is to build the arches horizontally, then lift them into place using kites. 'We've given him some design hints,' says Gharib. We're just waiting for him to report back.' So whether they were actually used to build the pyramids or not, it seems that kites may make sensible construction tools in the 21st century AD.

### *Questions 1-7*

*Do the following statements agree with the information given in Reading Passage 1?*

*In boxes 1-7 on your answer sheet, write*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**1** It is generally believed that large numbers of people were needed to build the pyramids.
**2** Clemmons found a strange hieroglyph on the wall of an Egyptian monument.
**3** Gharib had previously done experiments on bird flight.
**4** Gharib and Graff tested their theory before applying it.
**5** The success of the actual experiment was due to the high speed of the wind.
**6** They found that, as the kite flew higher, the wind force got stronger.
**7** The team decided that it was possible to use kites to raise very heavy stones.

### *Questions 8-13*

*Complete the summary below.*

Choose ***NO MORE THAN TWO WORDS*** from the passage for each answer.

*Write your answers in boxes 8-13 on your answer sheet.*

## Additional evidence for theory of kite-lifting

The Egyptians had **8** ..... which could lift large pieces of **9** ..... and they knew how to use the energy of the wind from their skill as **10** ..... The discovery on one pyramid of an object which resembled a **11** ..... suggests they may have experimented with **12** ..... In addition, over two thousand years ago kites were used in China as weapons, as well as for sending **13** .....

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**READING PASSAGE 2**

*You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.*

## Endless Harvest

More than two hundred years ago, Russian explorers and fur hunters landed on the Aleutian Islands, a volcanic archipelago in the North Pacific, and learned of a land mass that lay farther to the north. 'The islands' native inhabitants called this land mass Aleyska, the 'Great Land'; today, we know it as Alaska.

The forty-ninth state to join the United States of America (in 1959), Alaska is fully one-fifth the size of the mainland 48 states combined. It shares, with Canada, the second longest river system in North America and has over half the coastline of the United States. The rivers feed into the Bering Sea and Gulf of Alaska - cold, nutrient-rich waters which support tens of millions of seabirds, and over 400 species of fish, shellfish, crustaceans, and molluscs. Taking advantage of this rich bounty, Alaska's commercial fisheries have developed into some of the largest in the world.

According to the Alaska Department of Fish and Game (ADF&G), Alaska's commercial fisheries landed hundreds of thousands of tonnes of shellfish and herring, and well over a million tonnes of groundfish (cod, sole, perch and pollock) in 2000. The true cultural heart and soul of Alaska's fisheries, however, is salmon. 'Salmon,' notes writer Susan Ewing in The Great Alaska Nature Factbook, 'pump through Alaska like blood through a heart, bringing rhythmic, circulating nourishment to land, animals and people.' The 'predictable abundance of salmon allowed some native cultures to flourish,' and 'dying spawners* feed bears, eagles, other animals, and ultimately the soil itself.' All five species of Pacific salmon - chinook, or king; chum, or dog; coho, or silver; sockeye, or red; and pink, or humpback - spawn** in Alaskan waters, and 90% of all Pacific salmon commercially caught in North America are produced there. Indeed, if Alaska was an independent nation, it would be die largest producer of wild salmon in the world. During 2000, commercial catches of Pacific salmon in Alaska exceeded 320,000 tonnes, with an ex-vessel value of over $US 260 million.

Catches have not always been so healthy. Between 1940 and 1959, overfishing led to crashes in salmon populations so severe that in 1953 Alaska was declared a federal disaster area. With the onset of statehood, however, the State of Alaska took over management of its own fisheries, guided by a state constitution which mandates that Alaska's natural resources be managed on a sustainable basis. At that time, statewide harvests totalled around 25 million salmon. Over the next few decades average catches steadily increased as a result of this policy of sustainable management, until, during the 1990s, annual harvests were well in excess of 100 million, and on several occasions over 200 million fish .

The primary reason for such increases is what is known as 'In-Season Abundance-Based Management'. There are biologists throughout the state constantly monitoring adult fish as they show up to spawn. The biologists sit in streamside counting towers, study sonar, watch from aeroplanes, and talk to fishermen. The salmon season in Alaska is not pre-set. The fishermen know the approximate time of year when they will be allowed to fish, but on any given day, one or more field biologists in a particular area can put a halt to fishing. Even sport fishing can be brought to a halt. It is this management mechanism that has allowed Alaska salmon stocks - and, accordingly, Alaska salmon fisheries — to prosper, even as salmon populations in the rest of the United States are increasingly considered threatened or even endangered.

In 1999, the Marine Stewardship Council (MSC) *** commissioned a review of the Alaska salmon fishery. The Council, which was founded in 1996, certifies fisheries that meet high environmental standards, enabling them to use a label that recognises their environmental responsibility. The MSC has established a set of criteria by which commercial fisheries can be judged. Recognising the potential benefits of being identified as environmentally responsible, fisheries approach the Council requesting to undergo the certification process. The MSC then appoints a certification committee, composed of a panel of fisheries experts, which gathers information and opinions from fishermen, biologists, government officials, industry representatives, non-governmental organisations and others.

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Some observers thought the Alaska salmon fisheries would not have any chance of certification when, in the months leading up to MSC's final decision, salmon runs throughout western Alaska completely collapsed. In the Yukon and Kuskokwim rivers, chinook and chum runs were probably the poorest since statehood; subsistence communities throughout the region, who normally have priority over commercial fishing, were devastated.

The crisis was completely unexpected, but researchers believe it had nothing to do with impacts of fisheries. Rather, they contend, it was almost certainly the result of climatic shifts, prompted in part by cumulative effects of the el niño/la niña phenomenon on Pacific Ocean temperatures, culminating in a harsh winter in which huge numbers of salmon eggs were frozen. It could have meant the end as far as the certification process was concerned. However, the state reacted quickly, closing down all fisheries, even those necessary for subsistence purposes .

In September 2000, MSC announced that the Alaska salmon fisheries qualified for certification. Seven companies producing Alaska salmon were immediately granted permission to display the MSC logo on their products. Certification is for an initial period of five years, with an annual review to ensure that the fishery is continuing to meet the required standards.

* spawners: fish that have released eggs
** spawn: release eggs
*** MSC: a joint venture between WWF (World Wildlife Fund) and Unilever, a Dutch-based multi-national

### *Questions 14-20*

Do the following statements agree with the information given in Reading Passage 2?

*In boxes 14-20 on your answer sheet, write*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**14** The inhabitants of the Aleutian islands renamed their islands 'Aleyska'.
**15** Alaska's fisheries are owned by some of the world's largest companies.
**16** Life in Alaska is dependent on salmon.
**17** Ninety per cent of all Pacific salmon caught are sockeye or pink salmon.
**18** More than 320,000 tonnes of salmon were caught in Alaska in 2000.
**19** Between 1940 and 1959, there was a sharp decrease in Alaska's salmon population.
**20** During the 1990s, the average number of salmon caught each year was 100 million.

### *Questions 21-26*

*Complete each sentence with the correct ending,* ***A-K****, below.*

*Write the correct letter,* ***A-K****, in boxes 21-26 on your answer sheet.*

**21** In Alaska, biologists keep a check on adult fish
**22** Biologists have the authority
**23** In-Season Abundance-Based Management has allowed the Alaska salmon fisheries
**24** The Marine Stewardship Council (MSC) was established
**25** As a result of the collapse of the salmon runs in 1999, the state decided
**26** In September 2000, the MSC allowed seven Alaska salmon companies

**A** to recognise fisheries that care for the environment.
**B** to be successful.
**C** to stop fish from spawning.
**D** to set up environmental protection laws.
**E** to stop people fishing for sports
**F** to label their products using the MSC logo.
**G** to ensure that fish numbers are sufficient to permit fishing.
**H** to assist the subsistence communities in the region.
**I** to freeze a huge number of salmon eggs.
**J** to deny certification to the Alaska fisheries.
**K** to close down all fisheries.

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**READING PASSAGE 3**

*You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.*

# EFFECTS OF NOISE

In general, it is plausible to suppose that we should prefer peace and quiet to noise. And yet most of us have had the experience of having to adjust to sleeping in the mountains or the countryside because it was initially 'too quiet', an experience that suggests that humans are capable of adapting to a wide range of noise levels. Research supports this view. For example, Glass and Singer (1972) exposed people to short bursts of very loud noise and then measured their ability to work out problems and their physiological reactions to the noise. The noise was quite disruptive at first, but after about four minutes the subjects were doing just as well on their tasks as control subjects who were not exposed to noise. Their physiological arousal also declined quickly to the same levels as those of the control subjects.

But there are limits to adaptation and loud noise becomes more troublesome if the person is required to concentrate on more than one task. For example, high noise levels interfered with the performance of subjects who were required to monitor three dials at a time, a task not unlike that of an aeroplane pilot or an air-traffic controller (Broadbent, 1957). Similarly, noise did not affect a subject's ability to track a moving line with a steering wheel, but it did interfere with the subject's ability to repeat numbers while tracking (Finkelman and Glass, 1970).

Probably the most significant finding from research on noise is that its predictability is more important than how loud it is. We are much more able to 'tune out' chronic background noise, even if it is quite loud, than to work under circumstances with unexpected intrusions of noise. In the Glass and Singer study, in which subjects were exposed to bursts of noise as they worked on a task, some subjects heard loud bursts and others heard soft bursts. For some subjects, the bursts were spaced exactly one minute apart (predictable noise); others heard the same amount of noise overall, but the bursts occurred at random intervals (unpredictable noise). Subjects reported finding the predictable and unpredictable noise equally annoying, and all subjects performed at about the same level during the noise portion of the experiment. But the different noise conditions had quite different after-effects when the subjects were required to proofread written material under conditions of no noise. As shown in Table 1 the unpredictable noise produced more errors in the later proofreading task than predictable noise; and soft, unpredictable noise actually produced slightly more errors on this task than the loud, predictable noise.

| | Unpredictable Noise | Predictable Noise | Average |
|---|---|---|---|
| Loud noise | 40.1 | 31.8 | 35.9 |
| Soft noise | 36.7 | 21.4 | 32.1 |
| Average | 38.4 | 29.6 | |

Table 1: ***Proofreading Errors and Noise***

Apparently, unpredictable noise produces more fatigue than predictable noise, but it takes a while for this fatigue to take its toll on performance.

Predictability is not the only variable that reduces or eliminates the negative effects of noise. Another is control. If the individual knows that he or she can control the noise, this seems to eliminate both its negative effects at the time and its after-effects. This is true even if the individual never actually exercises his or her option to turn the noise off (Glass and Singer, 1972). Just the knowledge that one has control is sufficient.

The studies discussed so far exposed people to noise for only short periods and only transient effects were studied. But the major worry about noisy environments is that living day after day with chronic noise may produce serious, lasting effects. One study, suggesting that this worry is a realistic one, compared elementary school pupils who attended schools near Los Angeles's busiest airport with students who attended schools in quiet neighbourhoods (Cohen et al., 1980). It was found that children from the noisy schools had higher blood pressure and were more easily distracted than those who attended the quiet schools. Moreover, there was no evidence of adaptability to the noise. In fact, the longer the children had attended the noisy schools, the more distractible they became. The effects also seem to be long lasting. A follow-up study showed that children who were moved to less noisy classrooms still showed greater distractibility one year later than students who had always been in the quiet schools

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(Cohen et al, 1981). It should be noted that the two groups of children had been carefully matched by the investigators so that they were comparable in age, ethnicity, race, and social class.

### *Questions 27-29*

Choose the correct letter, A, B, C or D. Write the correct letter in boxes 27-29 on your answer sheet.

**27** The writer suggests that people may have difficulty sleeping in the mountains because
- **A** humans do not prefer peace and quiet to noise.
- **B** they may be exposed to short bursts of very strange sounds.
- **C** humans prefer to hear a certain amount of noise while they sleep.
- **D** they may have adapted to a higher noise level in the city.

**28** In noise experiments, Glass and Singer found that
- **A** problem-solving is much easier under quiet conditions.
- **B** physiological arousal prevents the ability to work.
- **C** bursts of noise do not seriously disrupt problem-solving in the long term.
- **D** the physiological arousal of control subjects declined quickly.

**29** Researchers discovered that high noise levels are not likely to interfere with the
- **A** successful performance of a single task.
- **B** tasks of pilots or air traffic controllers.
- **C** ability to repeat numbers while tracking moving lines.
- **D** ability to monitor three dials at once.

### *Questions 30-34*

*Complete the summary using the list of words and phrases, **A-J**, below.*

*Write the correct letter, **A-J**, in boxes 30-34 on your answer sheet.*

***NB*** You may use any letter more than once.

Glass and Singer (1972) showed that situations in which there is intense noise have less effect on performance than circumstances in which **30** .....noise occurs. Subjects were divided into groups to perform a task. Some heard loud bursts of noise, others soft. For some subjects, the noise was predictable, while for others its occurrence was random. All groups were exposed to **31** .....noise. The predictable noise group **32** .....the unpredictable noise group on this task.

In the second part of the experiment, the four groups were given a proofreading task to complete under conditions of no noise. They were required to check written material for errors. The group which had been exposed to unpredictable noise **33** .....the group which had been exposed to predictable noise. The group which had been exposed to loud predictable noise performed better than those who had heard soft, unpredictable bursts.

The results suggest that **34** ..... noise produces fatigue but that this manifests itself later.

| | | | |
|---|---|---|---|
| **A** no control over | **D** the same amount of | **G** no | **J** different types of |
| **B** unexpected | **E** performed better than | **H** showed more irritation than | |
| **C** intense | **F** performed at about the same level as | **I** made more mistakes than | |

### *Questions 35-40*

*Look at the following statements (Questions 35-40) and the list of researchers below.*
*Match each statement with the correct researcher(s), **A-E**.*
*Write the correct letter, A-E, in boxes 35-40 on your answer sheet.*
***NB** You may use any letter more than once.*

**35** Subjects exposed to noise find it difficult at first to concentrate on problem-solving tasks.
**36** Long-term exposure to noise can produce changes in behaviour which can still be observed a year later.
**37** The problems associated with exposure to noise do not arise if the subject knows they can make it stop.
**38** Exposure to high-pitched noise results in more errors than exposure to low-pitched noise.
**39** Subjects find it difficult to perform three tasks at the same time when exposed to noise.
**40** Noise affects a subject's capacity to repeat numbers while carrying out another task.

**List of Researchers**

**A** Glass and Singer **B** Broadbent **C** Finkelman and Glass **D** Cohen et al **E** None of the above

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# ▶ TEST 3

## READING PASSAGE 1

*You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage1 below.*

***Questions 1-5 :*** Reading Passage 1 has six sections, A-F.
Choose the correct heading for sections B-F from the list of headings below.
Write the correct number, i-ix, in boxes 1-5 on your answer sheet.

| List of Headings | |
|---|---|
| **i** | The influence of Monbusho |
| **ii** | Helping less successful students |
| **iii** | The success of compulsory education |
| **iv** | Research findings concerning achievements in maths |
| **v** | The typical format of a maths lesson |
| **vi** | Comparative expenditure on maths education |
| **vii** | Background to middle-years education in Japan |
| **viii** | The key to Japanese successes in maths education |
| **ix** | The role of homework correction |

| Example | Answer |
|---|---|
| Section **A** | **iv** |

| | | |
|---|---|---|
| **1** | Section | **B** |
| **2** | Section | **C** |
| **3** | Section | **D** |
| **4** | Section | **E** |
| **5** | Section | **F** |

## LAND OF THE RISING SUN

**A** Japan has a significantly better record in terms of average mathematical attainment than England and Wales. Large sample international comparisons of pupils' attainments since the 1960s have established that not only did Japanese pupils at age 13 have better scores of average attainment, but there was also a larger proportion of 'low' attainers in England, where, incidentally, the variation in attainment scores was much greater. The percentage of Gross National Product spent on education is reasonably similar in the two countries, so how is this higher and more consistent attainment in maths achieved?

**B** Lower secondary schools in Japan cover three school years, from the seventh grade (age 13) to the ninth grade (age 15). Virtually all pupils at this stage attend state schools: only 3 per cent are in the private sector. Schools are usually modem in design, set well back from the road and spacious inside. Classrooms are large and pupils sit at single desks in rows. Lessons last for a standardised 50 minutes and are always followed by a 10-minute break, which gives the pupils a chance to let off steam. Teachers begin with a formal address and mutual bowing, and then concentrate on whole-class teaching.

Classes are large - usually about 40 - and are unstreamed. Pupils stay in the same class for all lessons throughout the school and develop considerable class identity and loyalty. Pupils attend the school in their own neighbourhood, which in theory removes ranking by school. In practice in Tokyo, because of the relative concentration of schools, there is some competition to get into the 'better' school in a particular area.

**C** Traditional ways of teaching form the basis of the lesson and the remarkably quiet classes take their own notes of the points made and the examples demonstrated. Everyone has their own copy of the textbook supplied by the central education authority, Monbusho, as part of the concept of free compulsory education up to the age of 15. These textbooks are, on the whole, small, presumably inexpensive to produce, but well set out and logically developed. (One teacher was particularly keen to introduce colour and pictures into maths textbooks: he felt this would make them more accessible to pupils brought up in a cartoon culture.) Besides approving textbooks, Monbusho also decides the highly centralised national curriculum and how it is to be delivered.

**D** Lessons all follow the same pattern. At the beginning, the pupils put solutions to the homework on the board, then the teachers comment, correct or elaborate as necessary. Pupils mark their own homework: this is an important principle in Japanese schooling as it enables pupils to see where and why they made a mistake, so that these can be avoided in future. No one minds mistakes or ignorance as long as you are prepared to learn from them.

After the homework has been discussed, the teacher explains the topic of the lesson, slowly and with a lot of repetition and elaboration. Examples are demonstrated on the board;

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questions from the textbook are worked through first with the class, and then the class is set questions from the textbook to do individually. Only rarely are supplementary worksheets distributed in a maths class. The impression is that the logical nature of the textbooks and their comprehensive coverage of different types of examples, combined with the relative homogeneity of the class, renders work sheets unnecessary. At this point, the teacher would circulate and make sure that all the pupils were coping well.

**E** It is remarkable that large, mixed-ability classes could be kept together for maths throughout all their compulsory schooling from 6 to 15. Teachers say that they give individual help at the end of a lesson or after school, setting extra work if necessary. In observed lessons, any strugglers would be assisted by the teacher or quietly seek help from their neighbour. Carefully fostered class identity makes pupils keen to help each other - anyway, it is in their interests since the class progresses together.

This scarcely seems adequate help to enable slow learners to keep up. However, the Japanese attitude towards education runs along the lines of 'if you work hard enough, you can do almost anything'. Parents are kept closely informed of their children's progress and will play a part in helping their children to keep up with class, sending them to 'Juku' (private evening tuition) if extra help is needed and encouraging them to work harder. It seems to work, at least for 95 per cent of the school population.

**F** So what are the major contributing factors in the success of maths teaching? Clearly, attitudes are important. Education is valued greatly in Japanese culture; maths is recognised as an important compulsory subject throughout schooling; and the emphasis is on hard work coupled with a focus on accuracy.

Other relevant points relate to the supportive attitude of a class towards slower pupils, the lack of competition within a class, and the positive emphasis on learning for oneself and improving one's own standard. And the view of repetitively boring lessons and learning the facts by heart, which is sometimes quoted in relation to Japanese classes, may be unfair and unjustified. No poor maths lessons were observed. They were mainly good and one or two were inspirational.

***Questions 6-9:*** Do the following statements agree with the claims of the writer in Reading Passage 1? *In boxes 6-9 on your answer sheet, write*

***YES*** *if the statement agrees with the claims of the writer*
***NO*** *if the statement contradicts the claims of the writer*
***NOT GIVEN*** *if it is impossible to say what the writer thinks about this*

**6** There is a wider range of achievement amongst English pupils studying maths than amongst their Japanese counterparts.
**7** The percentage of Gross National Product spent on education generally reflects the level of attainment in mathematics.
**8** Private schools in Japan are more modern and spacious than state-run lower secondary schools.
**9** Teachers mark homework in Japanese schools.

***Questions 10-13:*** Choose the correct letter, ***A, B, C*** *or* ***D****. Write the correct letter in boxes 10-13*

**10** Maths textbooks in Japanese schools are
**A** cheap for pupils to buy.
**B** well organised and adapted to the needs of the pupils.
**C** written to be used in conjunction with TV programmes.
**D** not very popular with many Japanese teachers.

**11** When a new maths topic is introduced,
**A** students answer questions on the board.
**B** students rely entirely on the textbook.
**C** it is carefully and patiently explained to the students.
**D** it is usual for students to use extra worksheets.

**12** How do schools deal with students who experience difficulties?
**A** They are given appropriate supplementary tuition.
**B** They are encouraged to copy from other pupils.
**C** They are forced to explain their slow progress.
**D** They are placed in a mixed-ability class.

**13** Why do Japanese students tend to achieve relatively high rates of success in maths?
**A** It is a compulsory subject in Japan.
**B** They are used to working without help from others.
**C** Much effort is made and correct answers are emphasised.
**D** There is a strong emphasis on repetitive learning.

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**READING PASSAGE 2**

*You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.*

## Biological control of pests

The continuous and reckless use of synthetic chemicals for the control of pests which pose a threat to agricultural crops and human health is proving to be counter- productive. Apart from engendering widespread ecological disorders, pesticides have contributed to the emergence of a new breed of chemical-resistant, highly lethal superbugs.

According to a recent study by the Food and Agriculture Organisation (FAO), more than 300 species of agricultural pests have developed resistance to a wide range of potent chemicals. Not to be left behind are the disease-spreading pests, about 100 species of which have become immune to a variety of insecticides now in use.

One glaring disadvantage of pesticides' application is that, while destroying harmful pests, they also wipe out many useful non-targeted organisms, which keep the growth of the pest population in check. This results in what agroecologists call the 'treadmill syndrome'. Because of their tremendous breeding potential and genetic diversity, many pests are known to withstand synthetic chemicals and bear offspring with a built-in resistance to pesticides .

The havoc that the 'treadmill syndrome' can bring about is well illustrated by what happened to cotton farmers in Central America. In the early 1940s, basking in the glory of chemical-based intensive agriculture, the farmers avidly took to pesticides as a sure measure to boost crop yield. The insecticide was applied eight times a year in the mid-1940s, rising to 28 in a season in the mid-1950s, following the sudden proliferation of three new varieties of chemical-resistant pests.

By the mid-1960s, the situation took an alarming turn with the outbreak of four more new pests, necessitating pesticide spraying to such an extent that 50% of the financial outlay on cotton production was accounted for by pesticides. In the early 1970s, the spraying frequently reached 70 times a season as the farmers were pushed to the wall by the invasion of genetically stronger insect species.

Most of the pesticides in the market today remain inadequately tested for properties that cause cancer and mutations as well as for other adverse effects on health, says a study by United States environmental agencies. The United States National Resource Defense Council has found that DDT was the most popular of a long list of dangerous chemicals in use.

In the face of the escalating perils from indiscriminate applications of pesticides, a more effective and ecologically sound strategy of biological control, involving the selective use of natural enemies of the pest population, is fast gaining popularity - though, as yet, it is a new field with limited potential. The advantage of biological control in contrast to other methods is that it provides a relatively low-cost, perpetual control system with a minimum of detrimental side-effects. When handled by experts, bio-control is safe, non-polluting and self-dispersing.

The Commonwealth Institute of Biological Control (CIBC) in Bangalore, with its global network of research laboratories and field stations, is one of the most active, non-commercial research agencies engaged in pest control by setting natural predators against parasites. CIBC also serves as a clearing-house for the export and import of biological agents for pest control world-wide.

CIBC successfully used a seed-feeding weevil, native to Mexico, to control the obnoxious parthenium weed, known to exert devious influence on agriculture and human health in both India and Australia. Similarly the Hyderabad-based Regional Research Laboratory (RRL), supported by CIBC, is now trying out an Argentinian weevil for the eradication of water hyacinth, another dangerous weed, which has become a nuisance in many parts of the world. According to Mrs Kaiser Jamil of RRL, 'The Argentinian weevil does not attack any other plant and a pair of adult bugs could destroy the weed in 4-5 days.' CIBC is also perfecting the technique for breeding parasites that prey on 'disapene scale' insects - notorious defoliants of fruit trees in the US and India.

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How effectively biological control can be pressed into service is proved by the following examples. In the late 1960s, when Sri Lanka's flourishing coconut groves were plagued by leaf-mining hispides, a larval parasite imported from Singapore brought the pest under control. A natural predator indigenous to India, Neodumetia sangawani, was found useful in controlling the Rhodes grass-scale insect that was devouring forage grass in many parts of the US. By using Neochetina bruci, a beetle native to Brazil, scientists at Kerala Agricultural University freed a 12-kilometre-long canal from the clutches of the weed Salvinia molesta, popularly called 'African Payal' in Kerala. About 30,000 hectares of rice fields in Kerala are infested by this weed.

### *Questions 14-17:*

Choose the correct letter, *A, B, C, or D.*

*Write the correct letter in boxes 14-17 on your answer sheet.*

**14** The use of pesticides has contributed to
- **A** a change in the way ecologies are classified by agroecologists.
- **B** an imbalance in many ecologies around the world.
- **C** the prevention of ecological disasters in some parts of the world.
- **D** an increase in the range of ecologies which can be usefully farmed.

**15** The Food and Agriculture Organisation has counted more than 300 agricultural pests which
- **A** are no longer responding to most pesticides in use.
- **B** can be easily controlled through the use of pesticides.
- **C** continue to spread disease in a wide range of crops.
- **D** may be used as part of bio-control's replacement of pesticides.

**16** Cotton farmers in Central America began to use pesticides
- **A** because of an intensive government advertising campaign.
- **B** in response to the appearance of new varieties of pest.
- **C** as a result of changes in the seasons and the climate.
- **D** to ensure more cotton was harvested from each crop.

**17** By the mid-1960s, cotton farmers in Central America found that pesticides
- **A** were wiping out 50% of the pests plaguing the crops.
- **B** were destroying 50% of the crops they were meant to protect.
- **C** were causing a 50% increase in the number of new pests reported.
- **D** were costing 50% of the total amount they spent on their crops.

### *Questions 18-21:*

Do the following statements agree with the claims of the writer in Reading Passage 2?
*In boxes 18-21 on your answer sheet, write*

***YES*** *if the statement agrees with the claims of the writer*
***NO*** *if the statement contradicts the claims of the writer*
***NOT GIVEN*** *if it is impossible to say what the writer thinks about this*

**18** Disease-spreading pests respond more quickly to pesticides than agricultural pests do.
**19** A number of pests are now born with an innate immunity to some pesticides.
**20** Biological control entails using synthetic chemicals to try and change the genetic make-up of the pests' offspring.
**21** Bio-control is free from danger under certain circumstances.

### *Questions 22-26:*

*Complete each sentence with the correct ending, A-I, below.*

*Write the correct letter, A-I, in boxes 22-26 on your answer sheet.*

**22** Disapene scale insects feed on
**23** Neodumetia sangawani ate
**24** Leaf-mining hispides blighted
**25** An Argentinian weevil may be successful in wiping out
**26** Salvinia molesta plagues

- **A** forage grass.
- **B** rice fields.
- **C** coconut trees.
- **D** fruit trees.
- **E** water hyacinth.
- **F** parthenium weed.
- **G** Brazilian beetles.
- **H** grass-scale insects.
- **I** larval parasites.

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**READING PASSAGE 3**

*You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.*

## Collecting Ant Specimens

Collecting ants can be as simple as picking up stray ones and placing them in a glass jar, or as complicated as completing an exhaustive survey of all species present in an area and estimating their relative abundances. The exact method used will depend on the final purpose of the collections. For taxonomy, or classification, long series, from a single nest, which contain all castes (workers, including majors and minors, and, if present, queens and males) are desirable, to allow the determination of variation within species. For ecological studies, the most important factor is collecting identifiable samples of as many of the different species present as possible. Unfortunately, these methods are not always compatible. The taxonomist sometimes overlooks whole species in favour of those groups currently under study, while the ecologist often collects only a limited number of specimens of each species, thus reducing their value for taxonomic investigations.

To collect as wide a range of species as possible, several methods must be used. These include hand collecting, using baits to attract the ants, ground litter sampling, and the use of pitfall traps. Hand collecting consists of searching for ants everywhere they are likely to occur. This includes on the ground, under rocks, logs or other objects on the ground, in rotten wood on the ground or on trees, in vegetation, on tree trunks and under bark. When possible, collections should be made from nests or foraging columns and at least 20 to 25 individuals collected. This will ensure that all individuals are of the same species, and so increase their value for detailed studies. Since some species are largely nocturnal, collecting should not be confined to daytime. Specimens are collected using an aspirator (often called a pooter), forceps, a fine, moistened paint brush, or fingers, if the ants are known not to sting. Individual insects are placed in plastic or glass tubes (1.5-3-0 ml capacity for small ants, 5-8 ml for larger ants) containing 75% to 95% ethanol. Plastic tubes with secure tops are better than glass because they are lighter, and do not break as easily if mishandled.

Baits can be used to attract and concentrate foragers. This often increases the number of individuals collected and attracts species that are otherwise elusive. Sugars and meats or oils will attract different species and a range should be utilised. These baits can be placed either on the ground or on the trunks of trees or large shrubs. When placed on the ground, baits should be situated on small paper cards or other flat, light-coloured surfaces, or in test-tubes or vials. This makes it easier to spot ants and to capture them before they can escape into the surrounding leaf litter.

Many ants are small and forage primarily in the layer of leaves and other debris on the ground. Collecting these species by hand can be difficult. One of the most successful ways to collect them is to gather the leaf litter in which they are foraging and extract the ants from it. This is most commonly done by placing leaf litter on a screen over a large funnel, often under some heat. As the leaf litter dries from above, ants (and other animals) move downward and eventually fall out the bottom and are collected in alcohol placed below the funnel. This method works especially well in rain forests and marshy areas. A method of improving the catch when using a funnel is to sift the leaf litter through a coarse screen before placing it above the funnel. This will concentrate the litter and remove larger leaves and twigs. It will also allow more litter to be sampled when using a limited number of funnels.

The pitfall trap is another commonly used tool for collecting ants. A pitfall trap can be any small container placed in the ground with the top level with the surrounding surface and filled with a preservative. Ants are collected when they fall into the trap while foraging. The diameter of the traps can vary from about 18 mm to 10 cm and the number used can vary from a few to several hundred. The size of the traps used is influenced largely by personal preference (although larger sizes are generally better), while the number will be determined by the study being undertaken. The preservative used is usually ethylene glycol or propylene glycol, as alcohol will evaporate quickly and the traps will dry out. One advantage of pitfall traps is that they can be used to collect over a period of time with minimal *maintenance* and intervention. One disadvantage is that some species are not collected as they either avoid the traps or do not commonly encounter them while foraging.

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### *Questions 27-30*

*Do the following statements agree with the information given in Reading Passage 3?*

*In boxes 27-30 on your answer sheet, write*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**27** Taxonomic research involves comparing members of one group of ants.
**28** New species of ant are frequently identified by taxonomists.
**29** Range is the key criterion for ecological collections.
**30** A single collection of ants can generally be used for both taxonomic and ecological purposes.

### *Questions 31-36*

*Classify the following statements as referring to*

**A** hand collecting
**B** using bait
**C** sampling ground litter
**D** using a pitfall trap

Write the correct letter, ***A, B, C or*** D, in boxes 31-36 on your answer sheet.

**31** It is preferable to take specimens from groups of ants.
**32** It is particularly effective for wet habitats.
**33** It is a good method for species which are hard to find.
**34** Little time and effort is required.
**35** Separate containers are used for individual specimens.
**36** Non-alcoholic preservative should be used.

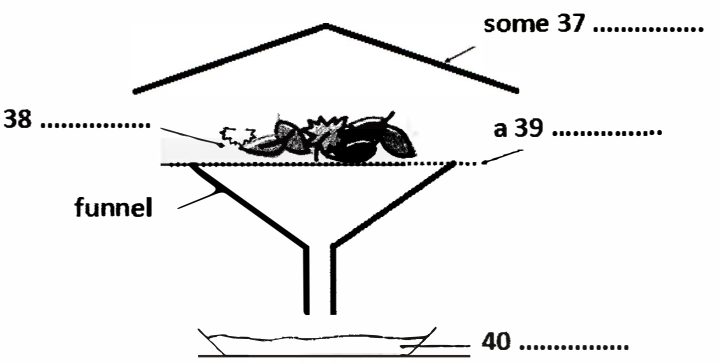
### *Questions 37-40*

*Label the diagram below.*

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

*Write your answers in boxes 37-40 on your answer sheet.*

**One method of collecting ants**




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# ▶ TEST 4

## READING PASSAGE 1

*You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage1 below.*

## William Henry Perkin

***The man who invented synthetic dyes***

William Henry Perkin was born on March 12, 1838, in London, England. As a boy, Perkin's curiosity prompted early interests in the arts, sciences, photography, and engineering. But it was a chance stumbling upon a run-down, yet functional, laboratory in his late grandfather's home that solidified the young man's enthusiasm for chemistry.

As a student at the City of London School, Perkin became immersed in the study of chemistry. His talent and devotion to the subject were perceived by his teacher, Thomas Hall, who encouraged him to attend a series of lectures given by the eminent scientist Michael Faraday at the Royal Institution. Those speeches fired the young chemist's enthusiasm further, and he later went on to attend the Royal College of Chemistry, which he succeeded in entering in 1853, at the age of 15.

At the time of Perkin's enrolment, the Royal College of Chemistry was headed by the noted German chemist August Wilhelm Hofmann. Perkin's scientific gifts soon caught Hofmann's attention and, within two years, he became Hofmann's youngest assistant .Not long after that, Perkin made the scientific breakthrough that would bring him both fame and fortune.

At the time, quinine was the only viable medical treatment for malaria. The drug is derived from the bark of the cinchona tree, native to South America, and by 1856 demand for the drug was surpassing the available supply. Thus, when Hofmann made some passing comments about the desirability of a synthetic substitute for quinine, it was unsurprising that his star pupil was moved to take up the challenge.

During his vacation in 1856, Perkin spent his time in the laboratory on the top floor of his family's house. He was attempting to manufacture quinine from aniline, an inexpensive and readily available coal tar waste product. Despite his best efforts, however, he did not end up with quinine. Instead, he produced a mysterious dark sludge. Luckily, Perkin's scientific training and nature prompted him to investigate the substance further. Incorporating potassium dichromate and alcohol into the aniline at various stages of the experimental process, he finally produced a deep purple solution. And, proving the truth of the famous scientist Louis Pasteur's words 'chance favours only the prepared mind', Perkin saw the potential of his unexpected find.

Historically, textile dyes were made from such natural sources as plants and animal excretions. Some of these, such as the glandular mucus of snails, were difficult to obtain and outrageously expensive. Indeed, the purple colour extracted from a snail was once so costly that in society at the time only the rich could afford it. Further, natural dyes tended to be muddy in hue and fade quickly. It was against this backdrop that Perkin's discovery was made.

Perkin quickly grasped that his purple solution could be used to colour fabric, thus making it the world's first synthetic dye. Realising the importance of this breakthrough, he lost no time in patenting it. But perhaps the most fascinating of all Perkin's reactions to his find was his nearly instant recognition that the new dye had commercial possibilities.

Perkin originally named his dye Tyrian Purple, but it later became commonly known as mauve (from the French for the plant used to make the colour violet). He asked advice of Scottish dye works owner Robert Pullar, who assured him that manufacturing the dye would be well worth it if the colour remained fast (i.e. would not fade) and the cost was relatively low. So, over the fierce objections of his mentor Hofmann, he left college to give birth to the modern chemical industry.

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With the help of his father and brother, Perkin set up a factory not far from London. Utilising the cheap and plentiful coal tar that was an almost unlimited by product of London's gas street lighting, the dye works began producing the world's first synthetically dyed material in 1857. The company received a commercial boost from the Empress Eugenie of France, when she decided the new colour flattered her. Very soon, mauve was the necessary shade for all the fashionable ladies in that country. Not to be outdone, England's Queen Victoria also appeared in public wearing a mauve gown, thus making it all the rage in England as well. The dye was bold and fast, and the public clamoured for more. Perkin went back to the drawing board.

Although Perkin's fame was achieved and fortune assured by his first discovery, the chemist continued his research. Among other dyes he developed and introduced were aniline red (1859) and aniline black (1863) and, in the late 1860s, Perkin's green. It is important to note that Perkin's synthetic dye discoveries had outcomes far beyond the merely decorative. The dyes also became vital to medical research in many ways. For instance, they were used to stain previously invisible microbes and bacteria, allowing researchers to identify such bacilli as tuberculosis, cholera, and anthrax. Artificial dyes continue to play a crucial role today. And, in what would have been particularly pleasing to Perkin, their current use is in the search for a vaccine against malaria.

### *Questions 1-7*

*Do the following statements agree with the information given in Reading Passage 1?*

*In boxes 1-7 on your answer sheet, write*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**1** Michael Faraday was the first person to recognise Perkin's ability as a student of chemistry.
**2** Michael Faraday suggested Perkin should enrol in the Royal College of Chemistry.
**3** Perkin employed August Wilhelm Hofmann as his assistant.
**4** Perkin was still young when he made the discovery that made him rich and famous.
**5** The trees from which quinine is derived grow only in South America.
**6** Perkin hoped to manufacture a drug from a coal tar waste product.
**7** Perkin was inspired by the discoveries of the famous scientist Louis Pasteur.

### *Questions 8-13*

*Answer the questions below.*

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

*Write your answers in boxes 8-13 on your answer sheet.*

**8** Before Perkin's discovery, with what group in society was the colour purple associated?
**9** What potential did Perkin immediately understand that his new dye had?
**10** What was the name finally used to refer to the first colour Perkin invented?
**11** What was the name of the person Perkin consulted before setting up his own dye works?
**12** In what country did Perkin's newly invented colour first become fashionable?
**13** According to the passage, which disease is now being targeted by researchers using synthetic dyes?

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### *Questions 14-17*

Reading Passage 2 has five paragraphs, A-E. Choose the correct heading for paragraphs B-E from the list of headings below. *Write the correct number, i-vii, in boxes 14-17 on your answer sheet.*

**List of Headings**

**i** Seeking the transmission of radio signals from planets
**ii** Appropriate responses to signals from other civilisations
**iii** Vast distances to Earth's closest neighbours
**iv** Assumptions underlying the search for extra-terrestrial intelligence
**v** Reasons for the search for extra-terrestrial intelligence
**vi** Knowledge of extra-terrestrial life forms
**vii** Likelihood of life on other planets

| | |
|---|---|
| **14** | Paragraph **B** |
| **15** | Paragraph **C** |
| **16** | Paragraph **D** |
| **17** | Paragraph **E** |

| *Example* | *Answer* |
|---|---|
| Paragraph **A** | **V** |

## READING PASSAGE 2

*You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.*

## IS THERE ANYBODY OUT THERE: The Search for Extra-terrestrial Intelligence

*The question of whether we are alone in the Universe has haunted humanity for centuries, but we may now stand poised on the brink of the answer to that question, as we search for radio signals from other intelligent civilisations. This search, often known by the acronym SETI (search for extra-terrestrial intelligence], is a difficult one. Although groups around the world have been searching intermittently for three decades, it is only now that we have reached the level of technology where we can make a determined attempt to search all nearby stars for any sign of life.*

**A** The primary reason for the search is basic curiosity - the same curiosity about the natural world that drives all pure science. We want to know whether we are alone in the Universe. We want to know whether life evolves naturally if given the right conditions, or whether there is something very special about the Earth to have fostered the variety of life forms that we see around us on the planet. The simple detection of a radio signal will be sufficient to answer this most basic of all questions. In this sense, SETI is another cog in the machinery of pure science which is continually pushing out the horizon of our knowledge. However, there are other reasons for being interested in whether life exists elsewhere. For example, we have had civilisation on Earth for perhaps only a few thousand years, and the threats of nuclear war and pollution over the last few decades have told us that our survival may be tenuous. Will we last another two thousand years or will we wipe ourselves out? Since the lifetime of a planet like ours is several billion years, we can expect that, if other civilisations do survive in our galaxy, their ages will range from zero to several billion years. Thus any other civilisation that we hear from is likely to be far older, on average, than ourselves. The mere existence of such a civilisation will tell us that long-term survival is possible, and gives us some cause for optimism. It is even possible that the older civilisation may pass on the benefits of their experience in dealing with threats to survival such as nuclear war and global pollution, and other threats that we haven't yet discovered.

**B** In discussing whether we are alone, most SETI scientists adopt two ground rules. First, UFQs (Unidentified Flying Objects) are generally ignored since most scientists don't consider the evidence for them to be strong enough to bear serious consideration (although it is also important to keep an open mind in case any really convincing evidence emerges in the future). Second, we make a very conservative assumption that we are looking for a life form that is pretty well like us, since if it differs radically from us we may well not recognise it as a life form, quite apart from whether we are able to communicate with it. In other words, the life form we are looking for may well have two green heads and seven fingers, but it will nevertheless resemble us in that it should communicate with its fellows, be interested in the Universe, live on a planet orbiting a star like our Sun, and perhaps most restrictively, have a chemistry, like us, based on carbon and water.

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**C** Even when we make these assumptions, our understanding of other life forms is still severely limited. We do not even know, for example, how many stars have planets, and we certainly do not know how likely it is that life will arise naturally, given the right conditions. However, when we look at the 100 billion stars in our galaxy (the Milky Way), and 100 billion galaxies in the observable Universe, it seems inconceivable that at least one of these planets does not have a life form on it; in fact, the best educated guess we can make, using the little that we do know about the conditions for carbon-based life, leads us to estimate that perhaps one in 100,000 stars might have a life-bearing planet orbiting it. That means that our nearest neighbours are perhaps 100 light years away, which is almost next door in astronomical terms.

**D** An alien civilisation could choose many different ways of sending information across the galaxy, but many of these either require too much energy, or else are severely attenuated while traversing the vast distances across the galaxy. It turns out that, for a given amount of transmitted power, radio waves in the frequency range 1000 to 3000 MHz travel the greatest distance, and so all searches to date have concentrated on looking for radio waves in this frequency range. So far there have been a number of searches by various groups around the world, including Australian searches using the radio telescope at Parkes, New South Wales. Until now there have not been any detections from the few hundred stars which have been searched. The scale of the searches has been increased dramatically since 1992, when the US Congress voted NASA $10 million per year for ten years to conduct a thorough search for extra-terrestrial life. Much of the money in this project is being spent on developing the special hardware needed to search many frequencies at once. The project has two parts. One part is a targeted search using the world's largest radio telescopes, the American-operated telescope in Arecibo, Puerto Rico and the French telescope in Nancy in France. This part of the project is searching the nearest 1000 likely stars with high sensitivity for signals in the frequency range 1000 to 3000 MHz. The other part of the project is an undirected search which is monitoring all of space with a lower sensitivity, using the smaller antennas of NASA's Deep Space Network.

**E** There is considerable debate over how we should react if we detect a signal from an alien civilisation. Everybody agrees that we should not reply immediately. Quite apart from the impracticality of sending a reply over such large distances at short notice, it raises a host of ethical questions that would have to be addressed by the global community before any reply could be sent. Would the human race face the culture shock if faced with a superior and much older civilisation? Luckily, there is no urgency about this. The stars being searched are hundreds of light years away, so it takes hundreds of years for their signal to reach us, and a further few hundred years for our reply to reach them. It's not important, then, if there's a delay of a few years, or decades, while the human race debates the question of whether to reply, and perhaps carefully drafts a reply.

### *Questions 18-20:*

*Answer the questions below.*
*Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.*
*Write your answers in boxes 18-20 on your answer sheet.*

**18** What is the life expectancy of Earth?
**19** What kind of signals from other intelligent civilisations are SETI scientists searching for?
**20** How many stars are the world's most powerful radio telescopes searching?

### *Questions 21-26*

Do the following statements agree with the views of the writer in Reading Passage 2?
*In boxes 21-26 on your answer sheet, write*
***YES*** *if the statement agrees with the views of the writer*
***NO*** *if the statement contradicts the views of the writer*
***NOT GIVEN*** *if it is impossible to say what the writer thinks about this*

**21** Alien civilisations may be able to help the human race to overcome serious problems.
**22** SETI scientists are trying to find a life form that resembles humans in many ways.
**23** The Americans and Australians have co-operated on joint research projects.
**24** So far SETI scientists have picked up radio signals from several stars.
**25** The NASA project attracted criticism from some members of Congress.
**26** If a signal from outer space is received, it will be important to respond promptly.

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**READING PASSAGE 3**

*You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.*

## The history of the tortoise

If you go back far enough, everything lived in the sea. At various points in evolutionary history, enterprising individuals within many different animal groups moved out onto the land, sometimes even to the most parched deserts, taking their own private seawater with them in blood and cellular fluids. In addition to the reptiles, birds, mammals and insects which we see all around us, other groups that have succeeded out of water include scorpions, snails, crustaceans such as woodlice and land crabs, millipedes and centipedes, spiders and various worms. And we mustn't forget the plants, without whose prior invasion of the land none of the other migrations could have happened.

Moving from water to land involved a major redesign of every aspect of life, including breathing and reproduction. Nevertheless, a good number of thoroughgoing land animals later turned around, abandoned their hard-earned terrestrial re-tooling, and returned to the water again. Seals have only gone part way back. They show us what the intermediates might have been like, on the way to extreme cases such as whales and dugongs. Whales (including the small whales we call dolphins) and dugongs, with their close cousins the manatees, ceased to be land creatures altogether and reverted to the full marine habits of their remote ancestors. They don't even come ashore to breed. They do, however, still breathe air, having never developed anything equivalent to the gills of their earlier marine incarnation. Turtles went back to the sea a very long time ago and, like all vertebrate returnees to the water, they breathe air. However, they are, in one respect, less fully given back to the water than whales or dugongs, for turtles still lay their eggs on beaches.

There is evidence that all modem turtles are descended from a terrestrial ancestor which lived before most of the dinosaurs. There are two key fossils called *Proganochelys quenstedti* and *Palaeochersis talampayensis* dating from early dinosaur times, which appear to be close to the ancestry of all modem turtles and tortoises. You might wonder how we can tell whether fossil animals lived on land or in water, especially if only fragments are found. Sometimes it's obvious. Ichthyosaurs were reptilian contemporaries of the dinosaurs, with fins and streamlined bodies. The fossils look like dolphins and they surely lived like dolphins, in the water. With turtles it is a little less obvious. One way to tell is by measuring the bones of their forelimbs.

Walter Joyce and Jacques Gauthier, at Yale University, obtained three measurements in these particular bones of 71 species of living turtles and tortoises. They used a kind of triangular graph paper to plot the three measurements against one another. All the land tortoise species formed a tight cluster of points in the upper part of the triangle; all the water turtles cluster in the lower part of the triangular graph. There was no overlap, except when they added some species that spend time both in water and on land. Sure enough, these amphibious species show up on the triangular graph approximately half way between the 'wet cluster' of sea turtles and the 'dry cluster' of land tortoises. The next step was to determine where the fossils fell. The bones of P quenstedti and JR talampayensis leave us in no doubt. Their points on the graph are right in the thick of the dry cluster. Both these fossils were dry-land tortoises. They come from the era before our turtles returned to the water.

You might think, therefore, that modem land tortoises have probably stayed on land ever since those early terrestrial times, as most mammals did after a few of them went back to the sea. But apparently not. If you draw out the family tree of all modem turtles and tortoises, nearly all the branches are aquatic. Today's land tortoises constitute a single branch, deeply nested among branches consisting of aquatic turtles. This suggests that modem land tortoises have not stayed on land continuously since the time of P. quenstedti and P talampayensis. Rather, their ancestors were among those who went back to the water, and they then re-emerged back onto the land in (relatively) more recent times.

Tortoises therefore represent a remarkable double return. In common with all mammals, reptiles and birds, their remote ancestors were marine fish and before that various more or less worm-like creatures stretching back, still in the sea, to the primeval bacteria. Later ancestors lived on land and stayed there for a very large number of *generations.* Later ancestors still evolved back into the water and became sea turtles. And finally they returned yet again to the land as tortoises, some of which now live in the driest of deserts.

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### *Questions 27-30*

*Answer the questions below.*
*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*
Write your answers in boxes 27-30 on your answer sheet.

**27** What had to transfer from sea to land before any animals could migrate?
**28** Which TWO processes are mentioned as those in which animals had to make big changes as they moved onto land?
**29** Which physical feature, possessed by their ancestors, do whales lack?
**30** Which animals might ichthyosaurs have resembled?

### *Questions 31-33*

Do the following statements agree with the information given in Reading Passage 3?
*In boxes 31-33 on your answer sheet, write*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**31** Turtles were among the first group of animals to migrate back to the sea.
**32** It is always difficult to determine where an animal lived when its fossilised remains are incomplete.
**33** The habitat of ichthyosaurs can be determined by the appearance of their fossilised remains.

### *Questions 34-39*

*Complete the flow-chart below.*

Choose ***NO MORE THAN TWO WORDS AND/OR A NUMBER*** from the passage for each answer.

Write your answers in boxes 34—39 on your answer sheet.

**Method of determining where the ancestors of turtles and tortoises come from**

**Step 1:** 71 species of living turtles and tortoises were examined and a total of **34** ..... were taken from the bones of their forelimbs.

▼

**Step 2:** The data was recorded on a **35** ..... (necessary for comparing the information). **Outcome:** Land tortoises were represented by a dense **36** ..... of points towards the top. Sea turtles were grouped together in the bottom part.

▼

**Step 3:** The same data was collected from some living **37** .....species and added to the other results. **Outcome:** The points for these species turned out to be positioned about **38** .....up the triangle between the land tortoises and the sea turtles.

▼

**Step 4:** Bones of *P quenstedti* and *P. talampayensis* were examined in a similar way and the results added. **Outcome:** The position of the points indicated that both these ancient creatures were **39** .....

***Question 40:*** Choose the correct letter, ***A, B, C*** *or* ***D***.
Write the correct letter in box 40 on your answer sheet.

According to the writer, the most significant thing about tortoises is that
**A** they are able to adapt to life in extremely dry environments.
**B** their original life form was a kind of primeval bacteria.
**C** they have so much in common with sea turtles.
**D** they have made the transition from sea to land more than once.

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# ▶ TEST 5

## READING PASSAGE 1

*You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage1 below.*

**A** Hearing impairment or other auditory function deficit in young children can have a major impact on their development of speech and communication, resulting in a detrimental effect on their ability to learn at school. This is likely to have major consequences for the individual and the population as a whole. The New Zealand Ministry of Health has found from research carried out over two decades that 6-10% of children in that country are affected by hearing loss.

**B** A preliminary study in New Zealand has shown that classroom noise presents a major concern for teachers and pupils. Modern teaching practices , the organisation of desks in the classroom, poor classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the teacher's voice. Education researchers Nelson and Soli have also suggested that recent trends in learning often involve collaborative interaction of multiple minds and tools as much as individual possession of information. This all amounts to heightened activity and noise levels, which have the potential to be particularly serious for children experiencing auditory function deficit. Noise in classrooms can only exacerbate their difficulty in comprehending and processing verbal communication with other children and instructions from the teacher.

**C** Children with auditory function deficit are potentially failing to learn to their maximum potential because of noise levels generated in classrooms. The effects of noise on the ability of children to learn effectively in typical classroom environments are now the subject of increasing concern. The International Institute of Noise Control Engineering (I-INCE), on the advice of the World Health Organization, has established an international working party, which includes New Zealand, to evaluate noise and reverberation control for school rooms.

**D** While the detrimental effects of noise in classroom situations are not limited to children experiencing disability, those with a disability that affects their processing of speech and verbal communication could be extremely vulnerable. The auditory function deficits in question include hearing impairment, autistic spectrum disorders (ASD) and attention deficit disorders (ADD/ADHD).

**E** Autism is considered a neurological and genetic life-long disorder that causes discrepancies in the way information is processed. This disorder is characterised by interlinking problems with social imagination, social communication and social interaction. According to Janzen, this affects the ability to understand and relate in typical ways to people, understand events and objects in the environment, and understand or respond to sensory stimuli. Autism does not allow learning or thinking in the same ways as in children who are developing normally. Autistic spectrum disorders often result in major difficulties in comprehending verbal information and speech processing. Those experiencing these disorders often find sounds such as crowd noise and the noise generated by machinery painful and distressing. This is difficult to scientifically quantify as such extra-sensory stimuli vary greatly from one autistic individual to another. But a child who finds any type of noise in their classroom or learning space intrusive is likely to be adversely affected in their ability to process information.

**F** The attention deficit disorders are indicative of neurological and genetic disorders and are characterised by difficulties with sustaining attention, effort and persistence, organisation skills and disinhibition. Children experiencing these disorders find it difficult to screen out unimportant information, and focus on everything in the environment rather than attending to a single activity. Background noise in the classroom becomes a major distraction, which can affect their ability to concentrate.

**G** Children experiencing an auditory function deficit can often find speech and communication very difficult to isolate and process when set against high levels of background noise. These levels come from outside activities that penetrate the classroom structure, from teaching activities, and other noise generated inside, which can be exacerbated by room reverberation. Strategies are needed to obtain the optimum classroom construction and perhaps a change in classroom culture and methods of teaching. In particular, the effects of noisy classrooms and activities on those experiencing disabilities in the form of auditory function deficit need thorough investigation. It is probable that many undiagnosed children exist in the education system with 'invisible' disabilities. Their needs are less likely to be met than those of children with known disabilities.

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**H** The New Zealand Government has developed a New Zealand Disability Strategy and has embarked on a wide-ranging consultation process. The strategy recognises that people experiencing disability face significant barriers in achieving a full quality of life in areas such as attitude, education, employment and access to services. Objective 3 of the New Zealand Disability Strategy is to 'Provide the Best Education for Disabled People' by improving education so that all children, youth learners and adult learners will have equal opportunities to learn and develop within their already existing local school. For a successful education, the learning environment is vitally significant, so any effort to improve this is likely to be of great benefit to all children, but especially to those with auditory function disabilities.

**I** A number of countries are already in the process of formulating their own standards for the control and reduction of classroom noise. New Zealand will probably follow their example. The literature to date on noise in school rooms appears to focus on the effects on schoolchildren in general, their teachers and the hearing impaired. Only limited attention appears to have been given to those students experiencing the other disabilities involving auditory function deficit. It is imperative that the needs of these children are taken into account in the setting of appropriate international standards to be promulgated in future.

### *Questions 1-6*

*Reading Passage 1 has nine sections,* ***A-I****.*
*Which section contains the following information?*
*Write the correct letter,* ***A-I****, in boxes 1-6 on your answer sheet.*

**1** an account of a national policy initiative
**2** a description of a global team effort
**3** a hypothesis as to one reason behind the growth in classroom noise
**4** a demand for suitable worldwide regulations
**5** a list of medical conditions which place some children more at risk from noise than others
**6** the estimated proportion of children in New Zealand with auditory problems

### *Questions 7-10*

*Answer the questions below.*
Choose ***NO MORE THAN TWO WORDS AND/OR A NUMBER*** from the passage for each answer. Write your answers in boxes 7-10 on your answer sheet.

**7** For what period of time has hearing loss in schoolchildren been studied in New Zealand?
**8** In addition to machinery noise, what other type of noise can upset children with autism?
**9** What term is used to describe the hearing problems of schoolchildren which have not been diagnosed?
**10** What part of the New Zealand Disability Strategy aims to give schoolchildren equal opportunity?

### *Questions 11 and 12*

*Choose* ***TWO*** *letters, A-F.*
*Write the correct letters in boxes 11 and 12 on your answer sheet.*
*The list below includes factors contributing to classroom noise.*
*Which TWO are mentioned by the writer of the passage?*

**A** current teaching methods
**B** echoing corridors
**C** cooling systems
**D** large class sizes
**E** loud-voiced teachers
**F** playground games

### *Question 13*

Choose the correct letter, ***A, B, C*** *or* ***D****.*
*Write the correct letter in box 13 on your answer sheet.*

What is the writer's overall purpose in writing this article?

**A** to compare different methods of dealing with auditory problems
**B** to provide solutions for overly noisy learning environments
**C** to increase awareness of the situation of children with auditory problems
**D** to promote New Zealand as a model for other countries to follow

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**READING PASSAGE 2**

*You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.*

## Venus in transit

*June 2004 saw the first passage, known as a 'transit', of the planet Venus across the face of the Sun in 122 years. Transits have helped shape our view of the whole Universe, as Heather Cooper and Nigel Henbest explain*

**A** On 8 June 2004, more than half the population of the world were treated to a rare astronomical event. For over six hours, the planet Venus steadily inched its way over the surface of the Sun. This 'transit' of Venus was the first since 6 December 1882. On that occasion, the American astronomer Professor Simon Newcomb led a party to South Africa to observe the event. They were based at a girls' school, where - it is alleged - the combined forces of three schoolmistresses outperformed the professionals with the accuracy of their observations.

**B** For centuries, transits of Venus have drawn explorers and astronomers alike to the four corners of the globe. And you can put it all down to the extraordinary polymath Edmond Halley. In November 1677, Halley observed a transit of the innermost planet, Mercury, from the desolate island of St Helena in the South Pacific. He realised that, from different latitudes, the passage of the planet across the Sun's disc would appear to differ. By timing the transit from two widely-separated locations, teams of astronomers could calculate the parallax angle - the apparent difference in position of an astronomical body due to a difference in the observer's position. Calculating this angle would allow astronomers to measure what was then the ultimate goal: the distance of the Earth from the Sun. This distance is known as the astronomical unit' or AU.

**C** Halley was aware that the AU was one of the most fundamental of all astronomical measurements. Johannes Kepler, in the early 17th century, had shown that the distances of the planets from the Sun governed their orbital speeds, which were easily measurable . But no-one had found a way to calculate accurate distances to the planets from the Earth. The goal was to measure the AU; then, knowing the orbital speeds of all the other planets round the Sun, the scale of the Solar System would fall into place. However, Halley realised that Mercury was so far away that its parallax angle would be very difficult to determine. As Venus was closer to the Earth, its parallax angle would be larger, and Halley worked out that by using Venus it would be possible to measure the Suns distance to 1 part in 500. But there was a problem: transits of Venus, unlike those of Mercury, are rare, occurring in pairs roughly eight years apart every hundred or so years. Nevertheless, he accurately predicted that Venus would cross the face of the Sun in both 1761 and 1769 - though he didn't survive to see either.

**D** Inspired by Halley's suggestion of a way to pin down the scale of the Solar System, teams of British and French astronomers set out on expeditions to places as diverse as India and Siberia. But things weren't helped by Britain and France being at war. The person who deserves most sympathy is the French astronomer Guillaume Le Gentil.
He was thwarted by the fact that the British were besieging his observation site at Pondicherry in India. Fleeing on a French warship crossing the Indian Ocean, Le Gentil saw a wonderful transit - but the ship's pitching and rolling ruled out any attempt at making accurate observations . Undaunted, he remained south of the equator, keeping himself busy by studying the islands of Mauritius and Madagascar before setting off to observe the next transit in the Philippines. Ironically after travelling nearly 50,000 kilometres, his view was clouded out at the last moment, a very dispiriting experience.

**E** While the early transit timings were as precise as instruments would allow, the measurements were dogged by the 'black drop' effect. When Venus begins to cross the Sun's disc, it looks smeared not circular - which makes it difficult to establish timings . This is due to diffraction of light. The second problem is that Venus exhibits a halo of light when it is seen just outside the Sun's disc. While this showed astronomers that Venus was surrounded by a thick layer of gases refracting sunlight around it, both effects made it impossible to obtain accurate timings.

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**F** But astronomers laboured hard to analyse the results of these expeditions to observe Venus transits. Johann Franz Encke, Director of the Berlin Observatory, finally determined a value for the AU based on all these parallax measurements: 153,340,000 km. Reasonably accurate for the time, that is quite close to today's value of 149,597,870 km, determined by radar, which has now superseded transits and all other methods in accuracy. The AU is a cosmic measuring rod, and the basis of how we scale the Universe today. The parallax principle can be extended to measure the distances to the stars . If we look at a star in January - when Earth is at one point in its orbit - it will seem to be in a different position from where it appears six months later. Knowing the width of Earth's orbit, the parallax shift lets astronomers calculate the distance.

**G** June 2004's transit of Venus was thus more of an astronomical spectacle than a scientifically important event. But such transits have paved the way for what might prove to be one of the most vital breakthroughs in the cosmos - detecting Earth-sized planets orbiting other stars.

### *Questions 14-17*

Reading Passage 2 has seven paragraphs, A-G. Which paragraph contains the following information?
*Write the correct letter, A-G, in boxes 14-17 on your answer sheet.*

**14** examples of different ways in which the parallax principle has been applied
**15** a description of an event which prevented a transit observation
**16** a statement about potential future discoveries leading on from transit observations
**17** a description of physical states connected with Venus which early astronomical instruments failed to overcome

### *Questions 18-21:*

*Look at the following statements (Questions 18-21) and the list of people below.*
*Match each statement with the correct person, **A, B, C** or **D**.*
*Write the correct letter, **A, B, C** or **D**, in boxes 18-21 on your answer sheet.*

**List of People**
**A** Edmond Halley
**B** Johannes Kepler
**C** Guillaume Le Gentil
**D** Johann Franz Encke

**18** He calculated the distance of the Sun from the Earth based on observations of Venus with a fair degree of accuracy.
**19** He understood that the distance of the Sun from the Earth could be worked out by comparing observations of a transit.
**20** He realised that the time taken by a planet to go round the Sun depends on its distance from the Sun.
**21** He witnessed a Venus transit but was unable to make any calculations.

### *Questions 22-26*

Do the following statements agree with the information given in Reading Passage 2?

*In boxes 22-26 on your answer sheet, write*
***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**22** Halley observed one transit of the planet Venus.
**23** Le Gentil managed to observe a second Venus transit.
**24** The shape of Venus appears distorted when it starts to pass in front of the Sun.
**25** Early astronomers suspected that the atmosphere on Venus was toxic.
**26** The parallax principle allows astronomers to work out how far away distant stars are from the Earth.

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**READING PASSAGE 3**

*You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.*

## A neuroscientist reveals how to think differently

In the last decade a revolution has occurred In the way that scientists think about the brain. We now know that the decisions humans make can be traced to the firing patterns of neurons in specific parts of the brain. These discoveries have led to the field known as neuroeconomics, which studies the brain's secrets to success in an economic environment that demands innovation and being able to do things differently from competitors. A brain that can do this is an iconoclastic one. Briefly, an iconoclast is a person who does something that others say can't be done.

This definition implies that iconoclasts are different from other people, but more precisely, it is their brains that are different in three distinct ways: perception, fear response, and social intelligence. Each of these three functions utilizes a different circuit in the brain. Naysayers might suggest that the brain is irrelevant, that thinking in an original, even revolutionary, way is more a matter of personality than brain function. But the field of neuroeconomics was born out of the realization that the physical workings of the brain place limitations on the way we make decisions. By understanding these constraints, we begin to understand why some people march to a different drumbeat.

The first thing to realize is that the brain suffers from limited resources. It has a fixed energy budget, about the same as a 40 watt light bulb, so it has evolved to work as efficiently as possible. This is where most people are impeded from being an iconoclast. For example, when confronted with information streaming from the eyes, the brain will interpret this information in the quickest way possible. Thus it will draw on both past experience and any other source of information, such as what other people say, to make sense of what it is seeing. This happens all the time. The brain takes shortcuts that work so well we are hardly ever aware of them. We think our perceptions of the world are real, but they are only biological and electrical rumblings. Perception is not simply a product of what your eyes or ears transmit to your brain. More than the physical reality of photons or sound waves, perception is a product of the brain.

Perception is central to iconoclasm. Iconoclasts see things differently to other people. Their brains do not fall into efficiency pitfalls as much as the average person's brain. Iconoclasts, either because they were born that way or through learning, have found ways to work around the perceptual shortcuts that plague most people. Perception is not something that is hardwired into the brain. It is a learned process, which is both a curse and an opportunity for change. The brain faces the fundamental problem of interpreting physical stimuli from the senses. Everything the brain sees, hears, or touches has multiple interpretations. The one that is ultimately chosen is simply the brain's best theory. In technical terms, these conjectures have their basis in the statistical likelihood of one interpretation over another and are heavily influenced by past experience and, importantly for potential iconoclasts, what other people say.

The best way to see things differently to other people is to bombard the brain with things it has never encountered before. Novelty releases the perceptual process from the chains of past experience and forces the brain to make new judgments. Successful iconoclasts have an extraordinary willingness to be exposed to what is fresh and different. Observation of iconoclasts shows that they embrace novelty while most people avoid things that are different.

The problem with novelty, however, is that it tends to trigger the brain's fear system. Fear is a major impediment to thinking like an iconoclast and stops the average person in his tracks. There are many types of fear, but the two that inhibit iconoclastic thinking and people generally find difficult to deal with are fear of uncertainty and fear of public ridicule. These may seem like trivial phobias. But fear of public speaking, which everyone must do from time to time, afflicts one-third of the population. This makes it too common to be considered a mental disorder. It is simply a common variant of human nature, one which iconoclasts do not let inhibit their reactions.

Finally, to be successful iconoclasts, individuals must sell their ideas to other people. This is where social intelligence comes in. Social intelligence is the ability to understand and manage people in a business setting. In the last decade there has been an explosion of knowledge about the social brain and how the brain works when groups coordinate decision making .

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Neuroscience has revealed which brain circuits are responsible for functions like understanding what other people think, empathy, fairness, and social identity. These brain regions play key roles in whether people convince others of their ideas. Perception is important in social cognition too. The perception of someone's enthusiasm, or reputation, can make or break a deal. Understanding how perception becomes intertwined with social decision making shows why successful iconoclasts are so rare.

Iconoclasts create new opportunities in every area from artistic expression to technology to business. They supply creativity and innovation not easily accomplished by committees. Rules aren't important to them. Iconoclasts face alienation and failure, but can also be a major asset to any organization. It is crucial for success in any field to understand how the iconoclastic mind works.

***Questions 27-31:*** *Choose the correct letter, A, B, C or D. Write the correct letter in boxes 27-31 on your answer sheet.*

**27** Neuroeconomics is a field of study which seeks to
- **A** cause a change in how scientists understand brain chemistry.
- **B** understand how good decisions are made in the brain.
- **C** understand how the brain is linked to achievement in competitive fields.
- **D** trace the specific firing patterns of neurons in different areas of the brain.

**28** According to the writer, iconoclasts are distinctive because
- **A** they create unusual brain circuits.
- **B** their brains function differently.
- **C** their personalities are distinctive.
- **D** they make decisions easily.

**29** According to the writer, the brain works efficiently because
- **A** it uses the eyes quickly.
- **B** it interprets data logically.
- **C** it generates its own energy.
- **D** it relies on previous events.

**30** The writer says that perception is
- **A** a combination of photons and sound waves.
- **B** a reliable product of what your senses transmit.
- **C** a result of brain processes.
- **D** a process we are usually conscious of.

**31** According to the writer, an iconoclastic thinker
- **A** centralises perceptual thinking in one part of the brain.
- **B** avoids cognitive traps.
- **C** has a brain that is hardwired for learning.
- **D** has more opportunities than the average person.

**Questions 32-37:** Do the following statements agree with the claims of the writer in Reading Passage 3?
*In boxes 32-37 on your answer sheet, write*

***YES*** *if the statement agrees with the claims of the writer*
***NO*** *if the statement contradicts the claims of the writer*
***NOT GIVEN*** *if it is impossible to say what the writer thinks about this*

**32** Exposure to different events forces the brain to think differently.
**33** Iconoclasts are unusually receptive to new experiences.
**34** Most people are too shy to try different things.
**35** If you think in an iconoclastic way, you can easily overcome fear.
**36** When concern about embarrassment matters less, other fears become irrelevant.
**37** Fear of public speaking is a psychological illness.

***Questions 38-40:*** Complete each sentence with the correct ending, A-E, below.
*Write the correct letter, A-E, in boxes 38-40 on your answer sheet.*

**38** Thinking like a successful iconoclast is demanding because it
**39** The concept of the social brain is useful to iconoclasts because it
**40** Iconoclasts are generally an asset because their way of thinking

**A** requires both perceptual and social intelligence skills.
**B** focuses on how groups decide on an action.
**C** works in many fields, both artistic and scientific.
**D** leaves one open to criticism and rejection.
**E** involves understanding how organisations manage people.

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# ▶ TEST 6

## READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1-13**, which are based on Reading Passage1 below.*

### *Questions 1-7*

Reading Passage 1 has seven paragraphs, **A-G**.

*Choose the correct heading for each paragraph from the list of headings below.*

*Write the correct number, **i-ix**, in boxes 1-7 on your answer sheet*

**List of Headings**

**i** The search for the reasons for an increase in population
**ii** Industrialisation and the fear of unemployment
**iii** The development of cities in Japan 4 The time and place of the Industrial Revolution
**iv** The time and place of the Industrial Revolution
**v** The cases of Holland, France and China
**vi** Changes in drinking habits in Britain
**vii** Two keys to Britain's industrial revolution
**viii** Conditions required for industrialisation
**ix** Comparisons with Japan lead to the answer

**1** Paragraph **A**
**2** Paragraph **B**
**3** Paragraph **C**
**4** Paragraph **D**
**5** Paragraph **E**
**6** Paragraph **F**
**7** Paragraph **G**

## Tea and the Industrial Revolution

*A Cambridge professor says that a change in drinking habits was the reason for the Industrial Revolution in Britain. Anjana Abuja reports*

**A** Alan Macfarlane, professor of anthropological science at King's College, Cambridge has, like other historians, spent decades wrestling with the enigma of the Industrial Revolution. Why did this particular Big Bang – the world-changing birth of industry-happen in Britain? And why did it strike at the end of the 18th century?

**B** Macfarlane compares the puzzle to a combination lock. 'There are about 20 different factors and all of them need to be present before the revolution can happen,' he says. For industry to take off, there needs to be the technology and power to drive factories, large urban populations to provide cheap labour, easy transport to move goods around, an affluent middle-class willing to buy mass-produced objects, a market-driven economy and a political system that allows this to happen. While this was the case for England, other nations, such as Japan, the Netherlands and France also met some of these criteria but were not industrialising. All these factors must have been necessary. But not sufficient to cause the revolution, says Macfarlane. 'After all, Holland had everything except coal while China also had many of these factors. Most historians are convinced there are one or two missing factors that you need to open the lock.'

**C** The missing factors, he proposes, are to be found in almost even kitchen cupboard. Tea and beer, two of the nation's favourite drinks, fuelled the revolution . The antiseptic properties of tannin, the active ingredient in tea, and of hops in beer – plus the fact that both are made with boiled water – allowed urban communities to flourish at close quarters without succumbing to water-borne diseases such as dysentery . The theory sounds eccentric but once he starts to explain the detective work that went into his deduction, the scepticism gives way to wary admiration. Macfarlanes case has been strengthened by support from notable quarters – Roy Porter, the distinguished medical historian, recently wrote a favourable appraisal of his research.

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**D** Macfarlane had wondered for a long time how the Industrial Revolution came about. Historians had alighted on one interesting factor around the mid-18th century that required explanation. Between about 1650 and 1740, the population in Britain was static. But then there was a burst in population growth. Macfarlane says: 'The infant mortality rate halved in the space of 20 years, and this happened in both rural areas and cities, and across all classes. People suggested four possible causes. Was there a sudden change in the viruses and bacteria around? Unlikely. Was there a revolution in medical science? But this was a century before Lister's revolution*. Was there a change in environmental conditions? There were improvements in agriculture that wiped out malaria, but these were small gains. Sanitation did not become widespread until the 19th century. The only option left is food. But the height and weight statistics show a decline. So the food must have got worse. Efforts to explain this sudden reduction in child deaths appeared to draw a blank.'

**E** This population burst seemed to happen at just the right time to provide labour for the Industrial Revolution. 'When you start moving towards an industrial revolution, it is economically efficient to have people living close together,' says Macfarlane. 'But then you get disease, particularly from human waste.' Some digging around in historical records revealed that there was a change in the incidence of water-borne disease at that time, especially dysentery. Macfarlane deduced that whatever the British were drinking must have been important in regulating disease. He says, 'We drank beer. For a long time, the English were protected by the strong antibacterial agent in hops, which were added to help preserve the beer. But in the late 17th century a tax was introduced on malt, the basic ingredient of beer. The poor turned to water and gin and in the 1720s the mortality rate began to rise again . Then it suddenly dropped again. What caused this?'

**F** Macfarlane looked to Japan, which was also developing large cities about the same time, and also had no sanitation . Water-borne diseases had a much looser grip on the Japanese population than those in Britain. Could it be the prevalence of tea in their culture? Macfarlane then noted that the history of tea in Britain provided an extraordinary coincidence of dates. Tea was relatively expensive until Britain started a direct dipper trade with China in the early 18th century. By the 1740s, about the time that infant mortality was dipping, the drink was common. Macfarlane guessed that the fact that water had to be boiled, together with the stomach-purifying properties of tea meant that the breast milk provided by mothers was healthier than it had ever been. No other European nation sipped tea like the British, which, by Macfarlane's logic, pushed these other countries out of contention for the revolution.

**G** But, if tea is a factor in the combination lock, why didn't Japan forge ahead in a tea-soaked industrial revolution of its own? Macfarlane notes that even though 17th-century Japan had large cities, high literacy rates, even a futures market, it had turned its back on the essence of any work-based revolution by giving up labour-saving devices such as animals, afraid that they would put people out of work. So, the nation that we now think of as one of the most technologically advanced entered the 19th century having 'abandoned the wheel'.

* Joseph Lister was the first doctor to use antiseptic techniques during surgical operations to prevent infections.

### *Questions 8-13*

Do the following statements agree with the information given in Reading Passage 1?
*In boxes 8-13 on your answer sheet, write*

| | |
|---|---|
| ***TRUE*** | *if the statement agrees with the information* |
| ***FALSE*** | *if the statement contradicts the information* |
| ***NOT GIVEN*** | *if there is no information on this* |

**8** China's transport system was not suitable for industry in the 18th century.
**9** Tea and beer both helped to prevent dysentery in Britain.
**10** Roy Porter disagrees with Professor Macfarlane's findings.
**11** After 1740, there was a reduction in population in Britain.
**12** People in Britain used to make beer at home.
**13** The tax on malt indirectly caused a rise in the death rate.

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**READING PASSAGE 2**

*You should spend about 20 minutes on **Questions 14-26,** which are based on Reading Passage 2 below.*

## Gifted children and learning

**A** Internationally, 'giftedness' is most frequently determined by a score on a general intelligence test, known as an IQ test, which is above a chosen cutoff point, usually at around the top 2-5%. Children's educational environment contributes to the IQ score and the way intelligence is used. For example, a very close positive relationship was found when children's IQ scores were compared with their home educational provision ( Freeman , 2010). The higher the children's IQ scores, especially over IQ 130, the better the quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc. Because IQ tests are decidedly influenced by what the child has learned, they are to some extent measures of current achievement based on age-norms; that is, how well the children have learned to manipulate their knowledge and know-how within the terms of the test. The vocabulary aspect, for example, is dependent on having heard those words. But IQ tests can neither identify the processes of learning and thinking nor predict creativity.

**B** Excellence does not emerge without appropriate help. To reach an exceptionally high standard in any area very able children need the means to learn, which includes material to work with and focused challenging tuition -and the encouragement to follow their dream. There appears to be a qualitative difference in the way the intellectually highly able think, compared with more average-ability or older pupils, for whom external regulation by the teacher often compensates for lack of internal regulation. To be at their most effective in their self-regulation, all children can be helped to identify their own ways of learning – metacognition – which will include strategies of planning, monitoring, evaluation, and choice of what to learn. Emotional awareness is also part of metacognition, so children should be helped to be aware of their feelings around the area to be learned, feelings of curiosity or confidence, for example.

**C** High achievers have been found to use self-regulatory learning strategies more often and more effectively than lower achievers, and are better able to transfer these strategies to deal with unfamiliar tasks. This happens to such a high degree in some children that they appear to be demonstrating talent in particular areas. Overviewing research on the thinking process of highly able children, (Shore and Kanevsky , 1993) put the instructor's problem succinctly: ' If they [the gifted] merely think more quickly, then we need only teach more quickly. If they merely make fewer errors, then we can shorten the practice '. But of course, this is not entirely the case; adjustments have to be made in methods of learning and teaching, to take account of the many ways individuals think.

**D** Yet in order to learn by themselves, the gifted do need some support from their teachers. Conversely, teachers who have a tendency to 'overdirect' can diminish their gifted pupils' learning autonomy. Although 'spoon-feeding' can produce extremely high examination results, these are not always followed by equally impressive life successes. Too much dependence on the teachers risks loss of autonomy and motivation to discover. However, when teachers o pupils to reflect on their own learning and thinking activities, they increase their pupils' self-regulation. For a young child, it may be just the simple question 'What have you learned today?' which helps them to recognise what they are doing. Given that a fundamental goal of education *is to transfer* the control of learning from teachers to pupils, improving pupils' learning to learn techniques should be a major outcome of the school experience, especially for the highly competent. There are quite a number of new methods which can help, such as child-initiated learning, ability-peer tutoring, etc. Such practices have been found to be particularly useful for bright children from deprived areas.

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**E** But scientific progress is not all theoretical, knowledge is a so vital to outstanding performance: individuals who know a great deal about a specific domain will achieve at a higher level than those who do not ( Elshout , 1995). Research with creative scientists by Simonton (1988) brought him to the conclusion that above a certain high level, characteristics such as independence seemed to contribute more to reaching the highest levels of expertise than intellectual skills, due to the great demands of effort and time needed for learning and practice. Creativity in all forms can be seen as expertise se mixed with a high level of motivation (Weisberg, 1993).

**F** To sum up, learning is affected by emotions of both the individual and significant others. Positive emotions facilitate the creative aspects of earning and negative emotions inhibit it. Fear, for example, can limit the development of curiosity, which is a strong force in scientific advance, because it motivates problem-solving behaviour. In Boekaerts' (1991) review of emotion the learning of very high IQ and highly achieving children, she found emotional forces in harness. They were not only curious, but often had a strong desire to control their environment, improve their learning efficiency and increase their own learning resources.

### *Questions 14-17*

Reading Passage 2 has six paragraphs, A-F.
Which paragraph contains the following information?
*Write the correct letter, A-F, in boxes 14-17 on your answer sheet*
***NB*** *You may use any letter more than once.*

**14** a reference to the influence of the domestic background on the gifted child.
**15** reference to what can be lost if learners are given too much guidance.
**16** a reference to the damaging effects of anxiety.
**17** examples of classroom techniques which favour socially-disadvantaged children.

### *Questions 18-22*

*Look at the following statements (Questions 18-22) and the list of people below.*
*Match each statement with the correct person or people,* ***A-E****.*
*Write the correct letter, A-E, in boxes 18-22 on your answer sheet.*

**18** Less time can be spent on exercises with gifted pupils who produce accurate work.
**19** Self-reliance is a valuable tool that helps gifted students reach their goals.
**20** Gifted children know how to channel their feelings to assist their learning.
**21** The very gifted child benefits from appropriate support from close relatives.
**22** Really successful students have learnt a considerable amount about their subject.

**List of People**
**A** Freeman
**B** Shore and Kanevsky
**C** Elshout
**D** Simonton
**E** Boekaerts

### *Questions 23-26*

*Complete the sentences below.*
*Choose* ***NO MORE THAN THREE WORDS*** *from the passage for each answer.*
Write your answers in boxes 23—26 on your answer sheet.

**23** One study found a strong connection between children's IQ and the availability of …… and …… at home.
**24** Children of average ability seem to need more direction from teachers because they do not have ……
**25** Meta-cognition involves children understanding their own learning strategies, as well as developing ……
**26** Teachers who rely on what is known as…… often produce sets of impressive grades in class tests.

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**READING PASSAGE 3**

*You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.*

## Museums of fine art and their public

*The fact that people go to the Louvre museum in Paris to see the original painting Mona Lisa when they can see a reproduction anywhere leads us to question some assumptions about the role of museums of fine art in today's world*

One of the most famous works of art in the world is Leonardo da Vinci's Mona Lisa. Nearly everyone who goes to see the original will already be familiar with it from reproductions, but they accept that fine art is more rewardingly viewed in its original form.

However, if Mona Lisa was a famous novel, few people would bother to go to a museum to read the writer's actual manuscript rather than a printed reproduction. This might be explained by the fact that the novel has evolved precisely because of technological developments that made it possible to print out huge numbers of texts , whereas oil paintings have always been produced as unique objects. In addition, it could be argued that the practice of interpreting or 'reading' each medium follows different conventions. With novels, the reader attends mainly to the meaning of words rather than the way they are printed on the page, whereas the 'reader' of a painting must attend just as closely to the material form of marks and shapes in the picture as to any ideas they may signify.

Yet it has always been possible to make very accurate facsimiles of pretty well any fine art work. The seven surviving versions of Mona Lisa bear witness to the fact that in the 16th century, artists seemed perfectly content to assign the reproduction of their creations to their workshop apprentices as regular 'bread and butter' work. And today the task of reproducing pictures is incomparably more simple and reliable, with reprographic techniques that allow the production of high-quality prints made exactly to the original scale, with faithful colour values, and even with duplication of the surface relief of the painting.

But despite an implicit recognition that the spread of good reproductions can be culturally valuable, museums continue to promote the special status of original work. Unfortunately, this seems to place severe limitations on the kind of experience offered to visitors.

One limitation is related to the way the museum presents its exhibits. As repositories of unique historical objects, art museums are often called 'treasure houses'. We are reminded of this even before we view a collection by the presence of security guards, attendants, ropes and display cases to keep us away from the exhibits. In many cases, the architectural style of the building further reinforces that notion. In addition, a major collection like that of London's National Gallery is housed in numerous rooms, each with dozens of works, any one of which is likely to be worth more than all the average visitor possesses. In a society that judges the personal status of the individual so much by their material worth, it is therefore difficult not to be impressed by one's own relative 'worthlessness' in such an environment.

Furthermore, consideration of the 'value' of the original work in its treasure house setting impresses upon the viewer that, since these works were originally produced, they have been assigned a huge monetary value by some person or institution more powerful than themselves. Evidently, nothing the viewer thinks about the work is going to alter that value, and so today's viewer is deterred from trying to extend that spontaneous, immediate, self-reliant kind of reading which would originally have met the work.

The visitor may then be struck by the strangeness of seeing such diverse paintings, drawings and sculptures brought together in an environment for which they were not originally created. This 'displacement effect' is further heightened by the sheer volume of exhibits . In the case of a major collection, there are probably more works on display than we could realistically view in weeks or even months.

This is particularly distressing because time seems to be a vital factor in the appreciation of all art forms. A *fund*amental difference between paintings and other art forms is that there is no prescribed time over which a painting is viewed . By contrast, the audience encourage an opera or a play over a specific time, which is the duration of the performance. Similarly novels and poems are read in a prescribed temporal sequence, whereas a picture has no clear place at which to start viewing, or at which to finish. Thus art works themselves encourage us to view them superficially, without appreciating the richness of detail and labour that is involved. Consequently, the dominant critical approach becomes that of the art *historian,* a *specialised* academic approach devoted to 'discovering the meaning' of art within the cultural context of its time. This is in perfect harmony with the museums function, since the approach is

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dedicated to seeking out and conserving 'authentic', original, readings of the exhibits. Again, this seems to put paid to that spontaneous, participators criticism which can be found in abundance in criticism of classic works of literature, but is absent from most art history.

The displays of art museums serve as a warning of what critical practices can emerge when spontaneous criticism is suppressed. The museum public, like any other audience, experience art more rewardingly when given the confidence to express their views. If appropriate works of fine art could be rendered permanently accessible to the public by means of high-fidelity reproductions, as literature and music already are, the public may feel somewhat less in awe of them. Unfortunately, that may be too much to ask from those who seek to maintain and control the art establishment.

***Questions 27-31:*** *Complete the summary using the list of words,* ***A-L****, below.*
*Write the correct letter, A-L, in boxes 27-31 on your answer sheet.*

## The value attached to original works of art

People go to art museums because they accept the value of seeing an original work of art. But they do not go to museums to read original manuscripts of novels, perhaps because the availability of novels has depended on **27** ..... for so long, and also because with novels, the **28** ..... are the most important thing.

However, in historical times artists such as Leonardo were happy to instruct **29** ..... to produce copies of their work and these days new methods of reproduction allow excellent replication of surface relief features as well as colour and **30** .....

It is regrettable that museums still promote the superiority of original works of art, since this may not be in the interests of the **31** .....

| | | |
|---|---|---|
| **A** institution | **B** mass production | **C** mechanical processes |
| **D** public | **E** paints | **F** artist |
| **G** size | **H** underlying ideas | **I** basic technology |
| **J** readers | **K** picture frames | **L** assistants |

***Questions 32-35***

*Choose the correct letter,* **A, B, C** *or* ***D****. Write the correct letter in boxes 32—35 on your answer sheet*

**32** The writer mentions London's National Gallery to illustrate
- **A** the undesirable cost to a nation of maintaining a huge collection of art.
- **B** the conflict that may arise in society between financial and artistic values.
- **C** the negative effect a museum can have on visitors' opinions of themselves.
- **D** the need to put individual well-being above large-scale artistic schemes.

**33** The writer says that today, viewers may be unwilling to criticise a because
- **A** they lack the knowledge needed to support an opinion.
- **B** they fear it may have financial implications.
- **C** they have no real concept of the work's value.
- **D** they feel their personal reaction is of no significance.

**34** According to the writer, the 'displacement effect' on the visitor is caused by
- **A** the variety of works on display and the way they are arranged.
- **B** the impossibility of viewing particular works of art over a long period.
- **C** the similar nature of the paintings and the lack of great works.
- **D** the inappropriate nature of the individual works selected for exhibition.

**35** The writer says that unlike other forms of art, a painting does not
- **A** involve direct contact with an audience.
- **B** require a specific location for a performance.
- **C** need the involvement of other professionals.
- **D** have a specific beginning or end.

***Questions 36-40:*** Do the following statements agree with the views of the writer in Reading Passage 3? *In boxes 36-40 on your answer sheet, write*

***YES*** *if the statement agrees with the views of the writer*
***NO*** *if the statement contradicts the views of the writer*
***NOT GIVEN*** *if the is impossible to say what the writer thinks about this*

**36** Art history should focus on discovering the meaning of art using a range of media.
**37** The approach of art historians conflicts with that of art museums.
**38** People should be encouraged to give their opinions openly on works of art.
**39** Reproductions of fine art should only be sold to the public if they are of high quality.
**40** In the future, those with power are likely to encourage more people to enjoy art.

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# ▶ TEST 7

**READING PASSAGE 1**

*You should spend about 20 minutes on **Questions 1-13**, which are based on Reading Passage1 below.*

## The megafires of California

*Drought, housing expansion, and oversupply of tinder make for bigger, hotter fires in the western United States*

Wildfires are becoming an increasing menace in the western United States, with Southern California being the hardest hit area. There's a reason fire squads battling more frequent blazes in Southern California are having such difficulty containing the flames, despite better preparedness than ever and decades of experience fighting fires fanned by the 'Santa Ana Winds'. The wildfires themselves, experts say, are generally hotter, faster, and spread more erratically than in the past.

Megafires, also called 'siege fires', are the increasingly frequent blazes that burn 500,000 acres or more - 10 times the size of the average forest fire of 20 years ago. Some recent wildfires are among the biggest ever in California in terms of acreage burned, according to state figures and news reports.

One explanation for the trend to more superhot fires is that the region, which usually has dry summers, has had significantly below normal precipitation in many recent years. Another reason, experts say, is related to the century- long policy of the US Forest Service to stop wildfires as quickly as possible. The unintentional consequence has been to halt the natural eradication of underbrush, now the primary fuel for megafires.

Three other factors contribute to the trend, they add. First is climate change, marked by a 1-degree Fahrenheit rise in average yearly temperature across the western states. Second is fire seasons that on average are 78 days longer than they were 20 years ago. Third is increased construction of homes in wooded areas.

'We are increasingly building our homes in fire-prone ecosystems,' says Dominik Kulakowski, adjunct professor of biology at Clark University Graduate School of Geography in Worcester, Massachusetts. 'Doing that in many of the forests of the western US is like building homes on the side of an active volcano.'

In California, where population growth has averaged more than 600,000 a year for at least a decade, more residential housing is being built. 'What once was open space is now residential homes providing fuel to make fires burn with greater intensity,' says Terry McHale of the California Department of Forestry firefighters' union. 'With so much dryness, so many communities to catch fire, so many fronts to fight, it becomes an almost incredible job.'

That said, many experts give California high marks for making progress on preparedness in recent years, after some of the largest fires in state history scorched thousands of acres, burned thousands of homes, and killed numerous people. Stung in the past by criticism of bungling that allowed fires to spread when they might have been contained, personnel are meeting the peculiar challenges of neighborhood - and canyon- hopping fires better than previously, observers say.

State promises to provide more up-to-date engines, planes, and helicopters to fight fires have been fulfilled. Firefighters' unions that in the past complained of dilapidated equipment, old fire engines, and insufficient blueprints for fire safety are now praising the state's commitment, noting that funding for firefighting has increased, despite huge cuts in many other programs. 'We are pleased that the current state administration has been very proactive in its support of us, and [has] come through with budgetary support of the infrastructure needs we have long sought,' says Mr. McHale of the firefighters' union.

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Besides providing money to upgrade the fire engines that must traverse the mammoth state and wind along serpentine canyon roads, the state has invested in better command-and-control facilities as well as in the strategies to run them. 'In the fire sieges of earlier years, we found that other jurisdictions and states were willing to offer mutual-aid help, but we were not able to communicate adequately with them,' says Kim Zagaris, chief of the state's Office of Emergency Services Fire and Rescue Branch. After a commission examined and revamped communications procedures, the statewide response 'has become far more professional and responsive,' he says. There is a sense among both government officials and residents that the speed, dedication, and coordination of firefighters from several states and jurisdictions are resulting in greater efficiency than in past 'siege fire' situations.

In recent years, the Southern California region has improved building codes, evacuation procedures, and procurement of new technology. 'I am extraordinarily impressed by the improvements we have witnessed,' says Randy Jacobs, a Southern California- based lawyer who has had to evacuate both his home and business to escape wildfires. ' Notwithstanding all the damage that will continue to be caused by wildfires, we will no longer suffer the loss of life endured in the past because of the fire prevention and firefighting measures that have been put in place, ' he says.

### *Questions 1-6*

*Complete the notes below.*

*Choose **ONE WORD AND/OR A NUMBER** from the passage for each answer.*

*Write your answers in boxes 1-6 on your answer sheet.*

## Wildfires

- Characteristics of wildfires and wildfire conditions today compared to the past:
  - occurrence: more frequent
  - temperature: hotter speed: faster
  - movement: **1** ..... more unpredictably
  - size of fires:**2** .....greater on average than two decades ago

- Reasons wildfires cause more damage today compared to the past:
  - rainfall: **3** ..... average
  - more brush to act as **4** .....
  - increase in yearly temperature extended fire **5** .....
  - more building of **6** ..... in vulnerable places

### *Questions 7-13*

Do the following statements agree with the information given in Reading Passage 1?

*In boxes 7-13 on your answer sheet, write*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**7** The amount of open space in California has diminished over the last ten years.
**8** Many experts believe California has made little progress in readying itself to fight fires.
**9** Personnel in the past have been criticised for mishandling fire containment.
**10** California has replaced a range of firefighting tools.
**11** More firefighters have been hired to improve fire-fighting capacity.
**12** Citizens and government groups disapprove of the efforts of different states and agencies working together.
**13** Randy Jacobs believes that loss of life from fires will continue at the same levels, despite changes made.

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**READING PASSAGE 2**

*You should spend about 20 minutes on **Questions 14-26**, which are based on Reading Passage 2 below.*

## Second nature

*Your personality isn't necessarily set in stone. With a little experimentation, people can reshape their temperaments and inject passion, optimism, joy and courage into their lives.*

**A** Psychologists have long held that a person's character cannot undergo a transformation in any meaningful way and that the key traits of personality are determined at a very young age. However, researchers have begun looking more closely at ways we can change. Positive psychologists have identified 24 qualities we admire, such as loyalty and kindness, and are studying them to find out why they come so naturally to some people. What they're discovering is that many of these qualities amount to habitual behaviour that determines the way we respond to the world. The good news is that all this can be learned. Some qualities are less challenging to develop than others, optimism being one of them. However, developing qualities requires mastering a range of skills which are diverse and sometimes surprising. For example, to bring more joy and passion into your life, you must be open to experiencing negative emotions. Cultivating such qualities will help you realise your full potential.

**B** 'The evidence is good that most personality traits can be altered,' says Christopher Peterson , professor of psychology at the University of Michigan, who cites himself as an example. Inherently introverted, he realised early on that as an academic, his reticence would prove disastrous in the lecture hall. So he learned to be more outgoing and to entertain his classes. 'Now my extroverted behaviour is spontaneous, ' he says.

**C** David Fajgenbaum had to make a similar transition. He was preparing for university, when he had an accident that put an end to his sports career. On campus, he quickly found that beyond ordinary counselling, the university had no services for students who were undergoing physical rehabilitation and suffering from depression like him. He therefore launched a support group to help others in similar situations. He took action despite his own pain - a typical response of an optimist.

**D** Suzanne Segerstrom, professor of psychology at the University of Kentucky, believes that the key to increasing optimism is through cultivating optimistic behaviour, rather than positive thinking. She recommends you train yourself to pay attention to good fortune by writing down three positive things that come about each day. This will help you convince yourself that favourable outcomes actually happen all the time, making it easier to begin taking action.

**E** You can recognise a person who is passionate about a pursuit by the way they are so strongly involved in it. Tanya Streeter's passion is freediving - the sport of plunging deep into the water without tanks or other breathing equipment. Beginning in 1998, she set nine world records and can hold her breath for six minutes. The physical stamina required for this sport is intense but the psychological demands are even more overwhelming. Streeter learned to untangle her fears from her judgment of what her body and mind could do. 'In my career as a competitive freediver, there was a limit to what I could do - but it wasn't anywhere near what I thought it was,' she says.

**F** Finding a pursuit that excites you can improve anyone's life. The secret about consuming passions, though, according to psychologist Paul Silvia of the University of North Carolina, is that 'they require discipline, hard work and ability, which is why they are so rewarding.' Psychologist Todd Kashdan has this advice for those people taking up a new passion: ' As a newcomer, you also have to tolerate and laugh at your own ignorance. You must be willing to accept the negative feelings that come your way,' he says.

**G** In 2004, physician-scientist Mauro Zappaterra began his PhD research at Harvard Medical School. Unfortunately, he was miserable as his research wasn't compatible with his curiosity about healing. He finally took a break and during eight months in Santa Fe, Zappaterra learned about alternative healing techniques not taught at Harvard. When he got back, he switched labs to study how cerebrospinal fluid nourishes the developing nervous system . He also vowed to look for the joy in everything, including failure, as this could help him learn about his research and himself.

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One thing that can hold joy back is a person's concentration on avoiding failure rather than their looking forward to doing something well. 'Focusing on being safe might get in the way of your reaching your goals,' explains Kashdan. For example, are you hoping to get through a business lunch without embarrassing yourself, or are you thinking about how fascinating the conversation might be?

**H** Usually, we think of courage in physical terms but ordinary life demands s something else. For marketing executive Kenneth Pedeleose, it meant speaking out against something he thought was ethically wrong. The new manager was intimidating staff so Pedeleose carefully recorded each instance of bullying and eventually took the evidence to a senior director, knowing his own job security would be threatened . Eventually the manager was the one to go. According to Cynthia Pury, a psychologist at Clemson University, Pedeleose's story proves the point that courage is not motivated by fearlessness, but by moral obligation. Pury also believes that people can acquire courage. Many of her students said that faced with a risky situation, they first tried to calm themselves down, then looked for a way to mitigate the danger, just as Pedeleose did by documenting his allegations.

Over the long term, picking up a new character trait may help you move toward being the person you want to be. And in the short term, the effort itself could be surprisingly rewarding, a kind of internal adventure.

### *Questions 14-18*

Choose ***NO MORE THAN TWO WORDS*** from the passage for each answer.
*Write your answers in boxes 14-18 on your answer sheet.*

Psychologists have traditionally believed that a personality **14** ..... was impossible and that by a **15** ..... a person's character tends to be fixed. This is not true according to positive psychologists, who say that our personal qualities can be seen as habitual behaviour. One of the easiest qualities to acquire is **16** ..... However, regardless of the quality, it is necessary to learn a wide variety of different **17** ..... in order for a new quality to develop; for example, a person must understand and feel some **18** ..... in order to increase their happiness.

### *Questions 19-22:* *Match each statement with the correct person, **A-G.***

*Write the correct letter, **A-G**, in boxes **19-22** on your answer sheet.*

**19** People must accept that they do not know much when first trying something new.
**20** It is important for people to actively notice when good things happen.
**21** Courage can be learned once its origins in a sense of responsibility are understood.
**22** It is possible to overcome shyness when faced with the need to speak in public.

**List of People**

| | | | |
|---|---|---|---|
| **A** Christopher Peterson | **C** Suzanne Segerstrom | **E** Todd Kashdan | **G** Cynthia Pury |
| **B** David Fajgenbaum | **D** Tanya Streeter | **F** Kenneth Pedeleose | |

### *Questions 23-26*

*Reading Passage 2 has eight sections, A-H.*
*Which section contains the following information?*
*Write the correct letter, **A-H**, in boxes 23-26 on your answer sheet.*

**23** a mention of how rational thinking enabled someone to achieve physical goals
**24** an account of how someone overcame a sad experience
**25** a description of how someone decided to rethink their academic career path
**26** an example of how someone risked his career out of a sense of duty

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## READING PASSAGE 3

*You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.*

**When evolution runs backwards**: *Evolution isn't supposed to run backwards - yet an increasing number of examples show that it does and that it can sometimes represent the future of a species.*

The description of any animal as an 'evolutionary throwback' is controversial. For the better part of a century, most biologists have been reluctant to use those words, mindful of a principle of evolution that says 'evolution cannot run backwards. But as more and more examples come to light and modern genetics enters the scene, that principle is having to be rewritten. Not only are evolutionary throwbacks possible, they sometimes play an important role in the forward march of evolution.

The technical term for an evolutionary throwback is an 'atavism', from the Latin atavus, meaning forefather. The word has ugly connotations thanks largely to Cesare Lombroso, a 19th-century Italian medic who argued that criminals were born not made and could be identified by certain physical features that were throwbacks to a primitive, sub-human state.

While Lombroso was measuring criminals, a Belgian palaeontologist called Louis Dollo was studying fossil records and coming to the opposite conclusion. In 1890 he proposed that evolution was irreversible: that 'an organism is unable to return, even partially, to a previous stage already realised in the ranks of its ancestors. Early 20th-century biologists came to a similar conclusion, though they qualified it in terms of probability, stating that there is no reason why evolution cannot run backwards -it is just very unlikely. And so the idea of irreversibility in evolution stuck and came to be known as 'Dollo's law.

If Dollo's law is right, atavisms should occur only very rarely, if at all. Yet almost since the idea took root, exceptions have been cropping up. In 1919, for example, a humpback whale with a pair of leg-like appendages over a metre long, complete with a full set of limb bones, was caught off Vancouver Island in Canada. Explorer Roy Chapman Andrews argued at the time that the whale must be a throwback to a land-living ancestor. 'I can see no other explanation, he wrote in 1921.

Since then, so many other examples have been discovered that it no longer makes sense to say that evolution is as good as irreversible. And this poses a puzzle: how can characteristics that disappeared millions of years ago suddenly reappear? In 1994, Rudolf Raff and colleagues at Indiana University in the USA decided to use genetics to put a number on the probability of evolution going into reverse. They reasoned that while some evolutionary changes involve the loss of genes and are therefore irreversible, others may be the result of genes being switched off. If these silent genes are somehow switched back on, they argued, longlost traits could reappear.

Raff's team went on to calculate the likelihood of it happening. Silent genes accumulate random mutations, they reasoned, eventually rendering them useless. So how long can a gene survive in a species if it is no longer used? The team calculated that there is a good chance of silent genes surviving for up to 6 million years in at least a few individuals in a population, and that some might survive as long as 10 million years. In other words, throwbacks are possible, but only to the relatively recent evolutionary past.

As a possible example, the team pointed to the mole salamanders of Mexico and California. Like most amphibians these begin life in a juvenile 'tadpole' state, then metamorphose into the adult form – except for one species, the axolotl, which famously lives its entire life as a juvenile. The simplest explanation for this is that the axolotl lineage alone lost the ability to metamorphose, while others retained it. From a detailed analysis of the salamanders' family tree, however, it is clear that the other lineages evolved from an ancestor that itself had lost the ability to metamorphose. In other words, metamorphosis in mole salamanders is an atavism. The salamander example fits with Raff's 10million-year time frame.

More recently, however, examples have been reported that break the time limit, suggesting that silent genes may not be the whole story. In a paper published last year, biologist Gunter Wagner of Yale University reported some work on the evolutionary history of a group of South American lizards called Bachia. Many of these have minuscule limbs; some look more like snakes than lizards and a few have completely lost the toes on their hind limbs. Other species, however, sport up to four toes on their hind legs. The simplest explanation is that the toed lineages never lost their toes, but Wagner begs to differ. According to his analysis of the Bachia family tree, the toed species re-evolved toes from toeless ancestors and, what is more, digit loss and gain has occurred on more than one occasion over tens of millions of years .

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So what's going on? One possibility is that these traits are lost and then simply reappear, in much the same way that similar structures can independently arise in unrelated species, such as the dorsal fins of sharks and killer whales. Another more intriguing possibility is that the genetic information needed to make toes somehow survived for tens or perhaps hundreds of millions of years in the lizards and was reactivated. These atavistic traits provided an advantage and spread through the population, effectively reversing evolution.

But if silent genes degrade within 6 to million years, how can long-lost traits be reactivated over longer timescales? The answer may lie in the womb. Early embryos of many species develop ancestral features. Snake embryos, for example, sprout hind limb buds. Later in development these features disappear thanks to developmental programs that say 'lose the leg'. If for any reason this does not happen, the ancestral feature may not disappear, leading to an atavism.

***Questions 27-31:*** Choose the correct letter, A, B, C or D. Write the correct letter in boxes 27-31 on your answer sheet.

**27** When discussing the theory developed by Louis Dollo, the writer says that
- **A** it was immediately referred to as Dollo's law.
- **B** it supported the possibility of evolutionary throwbacks.
- **C** it was modified by biologists in the early twentieth century.
- **D** it was based on many years of research.

**28** The humpback whale caught off Vancouver Island is mentioned because of
- **A** the exceptional size of its body.
- **B** the way it exemplifies Dollo's law.
- **C** the amount of local controversy it caused.
- **D** the reason given for its unusual features.

**29** What is said about 'silent genes'?
- **A** Their numbers vary according to species.
- **B** Raff disagreed with the use of the term.
- **C** They could lead to the re-emergence of certain characteristics.
- **D** They can have an unlimited life span.

**30** The writer mentions the mole salamander because
- **A** it exemplifies what happens in the development of most amphibians.
- **B** it suggests that Raffs theory is correct.
- **C** it has lost and regained more than one ability.
- **D** its ancestors have become the subject of extensive research.

**31** Which of the following does Wagner claim?
- **A** Members of the Bachia lizard family have lost and regained certain features several times.
- **B** Evidence shows that the evolution of the Bachia lizard is due to the environment.
- **C** His research into South American lizards supports Raffs assertions.
- **D** His findings will apply to other species of South American lizards.

***Questions 32-36:*** Complete each sentence with the correct ending, A-G, below.
Write the correct letter, A-G, in boxes 32-36 on your answer sheet.

**32** For a long time biologists rejected
**33** Opposing views on evolutionary throwbacks are represented by
**34** Examples of evolutionary throwbacks have led to
**35** The shark and killer whale are mentioned to exemplify
**36** One explanation for the findings of Wagner's research is

- **A** the question of how certain long-lost traits could reappear.
- **B** the occurrence of a particular feature in different species.
- **C** parallels drawn between behaviour and appearance.
- **D** the continued existence of certain genetic information.
- **E** the doubts felt about evolutionary throwbacks.
- **F** the possibility of evolution being reversible.
- **G** Dollo's findings and the convictions held by Lombroso.

***Questions 37 – 40:*** Do the following statements agree with the claims of the writer in Reading Passage 3?
*In boxes 37 – 40 on your answer sheet, write*

***YES*** *if the statement agrees with the claims of the writer*
***NO*** *if the statement contradicts the claims of the writer*
***NOT GIVEN*** *if it is impossible to say what the writer thinks about this*

**37** Wagner was the first person to do research on South American lizards.
**38** Wagner believes that Bachia lizards with toes had toeless ancestors.
**39** The temporary occurrence of long-lost traits in embryos is rare.
**40** Evolutionary throwbacks might be caused by developmental problems in the womb.

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# ▶ TEST 8

## READING PASSAGE 1

*You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage1 below.*

## THE STORY OF SILK

***The history of the world's most luxurious fabric, from ancient China to the present day***

Silk is a fine, smooth material produced from the cocoons - soft protective shells - that are made by mulberry silkworms (insect larvae). Legend has it that it was Lei Tzu, wife of the Yellow Emperor, ruler of China in about 3000 BC, who discovered silkworms. One account of the story goes that as she was taking a walk in her husband's gardens, she discovered that silkworms were responsible for the destruction of several mulberry trees. She collected a number of cocoons and sat down to have a rest. It just so happened that while she was sipping some tea, one of the cocoons that she had collected landed in the hot tea and started to unravel into a fine thread. Lei Tzu found that she could wind this thread around her fingers. Subsequently, she persuaded her husband to allow her to rear silkworms on a grove of mulberry trees. She also devised a special reel to draw the fibres from the cocoon into a single thread so that they would be strong enough to be woven into fabric. While it is unknown just how much of this is true, it is certainly known that silk cultivation has existed in China for several millennia.

Originally, silkworm farming was solely restricted to women, and it was they who were responsible for the growing, harvesting and weaving. Silk quickly grew into a symbol of status, and originally, only royalty were entitled to have clothes made of silk. The rules were gradually relaxed over the years until finally during the Qing Dynasty (1644—1911 AD), even peasants, the lowest caste, were also entitled to wear silk. Sometime during the Ian Dynasty (206 BC-220 AD), silk was so prized that it was also used as a unit of currency. Government officials were paid their salary in silk, and farmers paid their taxes in grain and silk. Silk was also used as diplomatic gifts by the emperor. Fishing lines, bowstrings, musical instruments and paper were all made using silk. The earliest indication of silk paper being used was discovered in the tomb of a noble who is estimated to have died around 168 AD.

Demand for this exotic fabric eventually created the lucrative trade route now known as the Silk Road, taking silk westward and bringing gold, silver and wool to the East. It was named the Silk Road after its most precious commodity, which was considered to be worth more than gold. The Silk Road stretched over 6,000 kilometres from Eastern China to the Mediterranean Sea, following the Great Wall of China, climbing the Pamir mountain range, crossing modern-day Afghanistan and going on to the Middle East, with a major trading market in Damascus. From there, the merchandise was shipped across the Mediterranean Sea. Few merchants travelled the entire route; goods were handled mostly by a series of middlemen.

With the mulberry silkworm being native to China, the country was the world's sole producer of silk for many hundreds of years. The secret of silk-making eventually reached the rest of the world via the Byzantine Empire, which ruled over the Mediterranean region of southern Europe, North Africa and the Middle East during the period 330—1453 AD. According to another legend, monks working for the Byzantine emperor Justinian smuggle silkworm eggs to Constantinople (Istanbul in modern-day Turkey) in 550 AD, concealed inside hollow bamboo walking canes. The Byzantines were as secretive as the Chinese, however, and for many centuries the weaving and trading of silk fabric was a strict imperial monopoly . Then in the seventh century, the Arabs conquered Persia, capturing their magnificent silks in the process. Silk production thus spread through Africa, Sicily and Spain as the Arabs swept, through these lands. Andalusia in southern Spain was Europe's main silk-producing centre in the tenth century. By the thirteenth century, however, Italy had become Europe's leader in silk production and export. Venetian merchants traded extensively in silk and encouraged silk growers to settle in Italy. Even now, silk processed in the province of Como in northern Italy enjoys an esteemed reputation.

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The nineteenth century and industrialisation saw the downfall of the European silk industry. Cheaper Japanese silk, trade in which was greatly facilitated by the opening of the Suez Canal, was one of the many factors driving the trend. Then in the twentieth century, new manmade fibres, such as nylon, started to be used in what had traditionally been silk products, such as stockings and parachutes. The two world wars, which interrupted the supply of raw material from Japan, also stifled the European silk industry. After the Second World War, Japan's silk production was restored, with improved production and quality of raw silk. Japan was to remain the world's biggest producer of raw silk, and practically the only major exporter of raw silk, until the 1970s. However, in more recent decades, China has gradually recaptured its position as the world's biggest producer and exporter of raw silk and silk yarn. Today, around 125,000 metric tons of silk are produced in the world, and almost two thirds of that production takes place in China.

### *Questions 1-9*

Complete the notes below. Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 1-9 on your answer sheet.

## THE STORY OF SILK

**Early silk production in China**

Around 3000 BC, according to legend:

silkworm cocoon fell into emperor's wife's **1** ..... emperor's wife invented a **2** ..... to pull out silk fibres

Only **3** ..... were allowed to produce silk

Only **4** ..... were allowed to wear silk

- Silk used as a form of **5** .....

e.g. farmers' taxes consisted partly of silk

Silk used for many purposes

e.g. evidence found of **6** ..... made from silk around 168 AD

Silk reaches rest of world

- Merchants use Silk Road to take silk westward and bring back **7** ..... and precious metals
- 550 AD: **8** ..... hide silkworm eggs in canes and take them to Constantinople
- Silk production spreads across Middle East and Europe
- 20th century: **9** ..... and other manmade fibres cause decline in silk production

### *Questions 10-13*

Do the following statements agree with the information in Reading Passage 1?
*In boxes 10-13 on your answer sheet, write*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**10** Gold was the most valuable material transported along the Silk Road.
**11** Most tradesmen only went along certain sections of the Silk Road.
**12** The Byzantines spread the practice of silk production across the West.
**13** Silk yarn makes up the majority of silk currently exported from China.

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**READING PASSAGE 2**

*You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.*

## Great Migrations

Animal migration, however it is defined, is far more than just the movement of animals. It can loosely be described as travel that takes place at regular intervals - often in an annual cycle - that may involve many members of a species, and is rewarded only after a long journey. It suggests inherited instinct. The biologist Hugh Dingle has identified five characteristics that apply, in varying degrees and combinations, to all migrations. They are prolonged movements that carry animals outside familiar habitats; they tend to be linear, not zigzaggy; they involve special behaviours concerning preparation (such as overfeeding ) and arrival; they demand special allocations of energy. And one more: migrating animals maintain an intense attentiveness to the greater mission, which keeps them undistracted by temptations and undeterred by challenges that would turn other animals aside.

An arctic tern, on its 20,000 km flight from the extreme south of South America to the Arctic circle, will take no notice of a nice smelly herring offered from a bird-watcher's boat along the way. While local gulls will dive voraciously for such handouts, the tern flies on .Why? The arctic tern resists distraction because it is driven at that moment by an instinctive sense of something we humans find admirable: larger purpose. In other words, it is determined to reach its destination. The bird senses that it can eat, rest and mate later. Right now it is *totally* focused on the journey; its undivided intent is arrival. Reaching some gravelly coastline in the Arctic, upon which other arctic terns have converged, will serve its larger purpose as shaped by evolution: finding a place, a time, and a set of circumstances in which it can successfully hatch and rear offspring.

But migration is a complex issue , and biologists define it differently , depending in part on what sorts of animals they study. Joe! Berger, of the University of Montana, who works on the American pronghorn and other large terrestrial mammals, prefers what he calls a simple, practical definition suited to his beasts: 'movements from a seasonal home area away to another home area and back again'. Generally the reason for such seasonal back-and-forth movement is to seek resources that aren't available within a single area year-round.

But daily vertical movements by zooplankton in the ocean - upward by night to seek food, downward by day to escape predators - can also be considered migration. So can the movement of aphids when, having depleted the young leaves on one food plant, their offspring then fly onward to a different host plant, with no one aphid ever returning to where it started.

Dingle is an evolutionary biologist who studies insects. His definition is more intricate than Berger's, citing those five features that distinguish migration from other forms of movement. They allow for the fact that, for example, aphids will become sensitive to blue light (from the sky) when it's time for takeoff on their big journey, and sensitive to yellow light (reflected from tender young leaves) when it's appropriate to land. Birds will fatten themselves with heavy feeding in advance of a long migrational flight. The value of his definition, Dingle argues, is that it focuses attention on what the phenomenon of wildebeest migration shares with the phenomenon of the aphids, and therefore helps guide researchers towards understanding how evolution has produced them all.

Human behaviour, however, is having a detrimental impact on animal migration. The pronghorn, which resembles an antelope, though they are unrelated, is the fastest land mammal of the New World. One population, which spends the summer in the mountainous Grand Teton National Park of the western USA, follows a narrow route from its summer range in the mountains, across a river, and down onto the plains . Here they wait out the frozen months, feeding mainly on sagebrush blown clear of snow. These pronghorn are notable for the invariance of their migration route and the severity of its constriction at three bottlenecks. If they can't pass through each of the three during their spring migration, they can't reach their bounty of summer grazing; if they can't pass through again in autumn, escaping south onto those windblown plains , they are likely to die trying to overwinter in the deep snow. Pronghorn, dependent on distance vision and speed to keep safe from predators, traverse high, open shoulders of land, where they can see and run. At one of the

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bottlenecks, forested hills rise to form a V, leaving a corridor of open ground only about 150 metres wide, filled with private homes. Increasing development is leading toward a crisis for the pronghorn, threatening to choke off their passageway.

Conservation scientists, along with some biologists and land managers within the USA's National Park Service and other agencies, are now working to preserve migrational behaviours, not just species and habitats. A National Forest has recognised the path of the pronghorn, much of which passes across its land, as a protected migration corridor. But neither the Forest Service nor the Park Service can control what happens on private land at a bottleneck. And with certain other migrating species, the challenge is complicated further - by vastly greater distances traversed, more jurisdictions, more borders, more dangers along the way. We will require wisdom and resoluteness to ensure that migrating species can continue their journeying a while longer.

### *Questions 14-18*

Do the following statements agree with the information given in Reading Passage 2?

In boxes 14-18 on your answer sheet, write

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**14** Local gulls and migrating arctic terns behave in the same way when offered food.
**15** Experts' definitions of migration tend to vary according to their area of study.
**16** Very few experts agree that the movement of aphids can be considered migration.
**17** Aphids' journeys are affected by changes in the light that they perceive.
**18** Dingles aim is to distinguish between the migratory behaviours of different species.

### *Questions 19-22*

Complete each sentence with the correct ending, A-G, below.

Write the correct letter, A-G, in boxes 19-22 on your answer sheet

**A** be discouraged by difficulties.
**B** travel on open land where they can look out for predators.
**C** eat more than they need for immediate purposes.
**D** be repeated daily.
**E** ignore distractions.
**F** be governed by the availability of water.
**G** follow a straight line.

**19** According to Dingle, migratory routes are likely to
**20** To prepare for migration, animals are likely to
**21** During migration, animals are unlikely to
**22** Arctic terns illustrate migrating animals' ability to

### *Questions 23-26*

Complete the summary below. Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 23-26 on your answer sheet.

## The migration of pronghorns

Pronghorns rely on their eyesight and **23** ..... to population's summer habitat is a national park, and their winter home is on the **24** ..... where they go to avoid the danger presented by the snow at that time of year. However, their route between these two areas contains three **25**..... One problem is the construction of new homes in a narrow **26** ..... of land on the pronghorns' route.

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**READING PASSAGE 3**

*You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.*

# Preface to 'How the other half thinks:

# Adventures in mathematical reasoning'

**A** Occasionally, in some difficult musical compositions, there are beautiful, but easy parts - parts so simple a beginner could play them. So it is with mathematics as well. There are some discoveries in advanced mathematics that do not depend on specialized knowledge, not even on algebra, geometry, or trigonometry. Instead they may involve, at most, a little arithmetic, such as 'the sum of two odd numbers is even', and common sense. Each of the eight chapters in this book illustrates this phenomenon. Anyone can understand every step in the reasoning.

The thinking in each chapter uses at most only elementary arithmetic, and sometimes not even that. Thus all readers will have the chance to participate in a mathematical experience, to appreciate the beauty of mathematics, and to become familiar with its logical, yet intuitive, style of thinking.

**B** One of my purposes in writing this book is to give readers who haven't had the opportunity to see and enjoy real mathematics the chance to appreciate the mathematical way of thinking. I want to reveal not only some of the fascinating discoveries, but, more importantly, the reasoning behind them.

In that respect, this book differs from most books on mathematics written for the general public. Some present the lives of colorful mathematicians. Others describe important applications of mathematics. Yet others go into mathematical procedures, but assume that the reader is adept in using algebra.

**C** I hope this book will help bridge that notorious gap that separates the two cultures: the humanities and the sciences, or should I say the right brain (intuitive) and the left brain (analytical, numerical). As the chapters will illustrate, mathematics is not restricted to the analytical and numerical; intuition plays a significant role. The alleged gap can be narrowed or completely overcome by anyone, in part because each of us is far from using the full capacity of either side of the brain. To illustrate our human potential, I cite a structural engineer who is an artist, an electrical engineer who is an opera singer, an opera singer who published mathematical research, and a mathematician who publishes short stories

**D** Other scientists have written books to explain their fields to non-scientists, but have necessarily had to omit the mathematics, although it provides the foundation of their theories. The reader must remain a tantalized spectator rather than an involved participant, since the appropriate language for describing the details in much of science is mathematics, whether the subject is expanding universe, subatomic particles, or chromosomes. Though the broad outline of a scientific theory can be sketched intuitively, when a part of the physical universe is finally understood, its description often looks like a page in a mathematics text.

**E** Still, the non-mathematical reader can go far in understanding mathematical reasoning. This book presents the details that illustrate the mathematical style of thinking, which involves sustained, step-by-step analysis, experiments, and insights. You will turn these pages much more slowly than when reading a novel or a newspaper. It may help to have a pencil and paper ready to check claims and carry out experiments.

**F** As I wrote, I kept in mind two types of readers: those who enjoyed mathematics until they were turned off by an unpleasant episode, usually around fifth grade, and *mathematics* aficionados, who will find much that is new throughout the book.

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This book also serves readers who simply want to sharpen their analytical skills. Many careers, such as law and medicine, require extended, precise analysis. Each chapter offers practice in following a sustained and closely argued line of thought. That mathematics can develop this skill is shown by these two testimonials:

**G** A physician wrote, 'The discipline of analytical thought processes [in mathematics] prepared me extremely well for medical school. In medicine one is faced with a problem which must be thoroughly analyzed before a solution can be found. The process is similar to doing mathematics.'

A lawyer made the same point, 'Although I had no background in law - not even one political science course — I did well at one of the best law schools. I attribute much of my success there to having learned, through the study of mathematics, and, in particular, theorems, how to analyze complicated principles. Lawyers who have studied mathematics can master the legal principles in a way that most others cannot.'

I hope you will share my delight in watching as simple, even naive, questions lead to remarkable solutions and purely theoretical discoveries find unanticipated applications.

### *Questions 27-34*

Reading Passage 3 has seven sections, A-G.
Which section contains the following information?
*Write the correct letter, **A—G**, in boxes 27—34 on your answer sheet.*
***NB** You may use any letter more than once.*

**27** a reference to books that assume a lack of mathematical knowledge
**28** the way in which this is not a typical book about mathematics
**29** personal examples of being helped by mathematics
**30** examples of people who each had abilities that seemed incompatible
**31** mention of different focuses of books about mathematics
**32** a contrast between reading this book and reading other kinds of publication
**33** a claim that the whole of the book is accessible to everybody
**34** a reference to different categories of intended readers of this book

### *Questions 35-40*

*Complete the sentences below.*

*Choose **ONE WORD ONLY** from the passage for each answer.*

*Write your answers in boxes 35-40 on your answer sheet.*

**35** Some areas of both music and mathematics are suitable for someone who is
**36** It is sometimes possible to understand advanced mathematics using no more than a limited knowledge of
**37** The writer intends to show that mathematics requires thinking, as well as analytical skills.
**38** Some books written by have had to leave out the mathematics that is central to their theories.
**39** The writer advises non-mathematical readers to perform while reading
**40** A lawyer found that studying helped even more than other areas of mathematics in the study of law.

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# ▶ TEST 9

**READING PASSAGE 1**

*You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage1 below.*

## Research using twins

To biomedical researchers all over the world, twins offer a precious opportunity to untangle the influence of genes and the environment - of nature and nurture. Because identical twins come from a single fertilized egg that splits into two, they share virtually the same genetic code. Any differences between them -one twin having younger looking skin, for example - must be due to environmental factors such as less time spent in the sun.

Alternatively, by comparing the experiences of identical twins with those of fraternal twins, who come from separate eggs and share on average half their DNA, researchers can quantify the extent to which our genes affect our lives. If identical twins are more similar to each other with respect to an ailment than fraternal twins are, then vulnerability to the disease must be rooted at least in part in heredity.

These two lines of research - studying the differences between identical twins to pinpoint the influence of environment, and comparing identical twins with fraternal ones to measure the role of inheritance - have been crucial to understanding the interplay of nature and nurture in determining our personalities, behavior, and vulnerability to disease.

The idea of using twins to measure the influence of heredity dates back to 1875, when the English scientist Francis Galton first suggested the approach (and coined the phrase 'nature and nurture'). But twin studies took a surprising twist in the 1980s, with the arrival of studies into identical twins who had been separated at birth and reunited as adults. Over two decades 137 sets of twins eventually visited Thomas Bouchard's lab in what became known as the Minnesota Study of Twins Reared Apart. Numerous tests were carried out on the twins, and they were each asked more than 15,000 questions.

Bouchard and his colleagues used this mountain of data to identify how far twins were affected by their genetic makeup. The key to their approach was a statistical concept called heritability. in broad terms, the heritability of a trait measures the extent to which differences among members of a population can be explained by differences in their genetics. And wherever Bouchard and other scientists looked, it seemed, they found the invisible hand of genetic influence helping to shape our lives.

Lately, however, twin studies have helped lead scientists to a radical new conclusion: that nature and nurture are not the only elemental forces at work. According to a recent field called epigenetics, there is a third factor also in play, one that in some cases serves as a bridge between the environment and our genes, and in others operates on its own to shape who we are.

Epigenetic processes are chemical reactions tied to neither nature nor nurture but representing what researchers have called a 'third component'. These reactions influence how our genetic code is expressed: how each gene is strengthened or weakened, even turned on or off, to build our bones, brains and all the other parts of our bodies.

If you think of our DNA as an immense piano keyboard and our genes as the keys - each key symbolizing a segment of DNA responsible for a particular note, or trait, and all the keys combining to make us who we are - then epigenetic processes determine when and how each key can be struck, changing the tune being played.

One way the study of epigenetics is revolutionizing our understanding of biology is by revealing a mechanism by which the environment directly impacts on genes. Studies of animals, for example, have shown that when a rat experiences stress during pregnancy, it can cause epigenetic changes in a fetus that lead to behavioral problems as the rodent grows up. Other epigenetic processes appear to occur randomly, while others are normal, such as those that guide embryonic cells as they become heart, brain, or liver cells, for example.

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Geneticist Danielle Reed has worked with many twins over the years and thought deeply about what twin studies have taught us. 'It's very clear when you look at twins that much of what they share is hardwired,' she says. 'Many things about them are absolutely the same and unalterable. But it's also clear, when you get to know them, that other things about them are different. Epigenetics is the origin of a lot of those differences, in my view.'

Reed credits Thomas Bouchard's work for today's surge in twin studies.' He was the trailblazer ,' she says. 'We forget that 50 years ago things like heart disease were thought to be caused entirely by lifestyle. Schizophrenia was thought to be due to poor mothering. Twin studies have allowed us to be more reflective about what people are actually born with and what's caused by experience.'

Having said that, Reed adds, the latest work in epigenetics promises to take our understanding even further. 'What I like to say is that nature writes some things in pencil and some things in pen,' she says. 'Things written in pen you can't change. That's DNA. But things written in pencil you can. That's epigenetics. Now that we're actually able to look at the DNA and see where the pencil writings are, it's sort of a whole new world.'

### *Questions 1-4*

Do the following statements agree with the information given in Reading Passage 1?

*In boxes 1-4 on your answer sheet, write*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**1** There may be genetic causes for the differences in how young the skin of identical twins looks.
**2** Twins are at greater risk of developing certain illnesses than non-twins.
**3** Bouchard advertised in newspapers for twins who had been separated at birth.
**4** Epigenetic processes are different from both genetic and environmental processes.

### *Questions 5-9*

*Look at the following statements (Questions 5-9) and the list of researchers below.*
*Match each statement with the correct researcher,* ***A****,* ***B*** *or* ***C****.*
*Write the correct letter, A, B or C, in boxes 5-9 on your answer sheet.*
***NB*** *You may use any letter more than once.*

**List of Researchers**
**A** Francis Galton
**B** Thomas Bouchard
**C** Danielie Reed

**5** invented a term used to distinguish two factors affecting human characteristics
**6** expressed the view that the study of epigenetics will increase our knowledge
**7** developed a mathematical method of measuring genetic influences
**8** pioneered research into genetics using twins
**9** carried out research into twins who had lived apart

### *Questions 10-13*

*Complete the summary using the list of words,* ***A-F****, below.*
*Write the correct letter,* ***A-F****, in boxes 10-13 on your answer sheet.*

**Epigenetic processes**

In epigenetic processes, **10**..... influence the activity of our genes, for example in creating our internal **11** ..... The study of epigenetic processes is uncovering a way in which our genes can be affected by our **12** ..... One example is that if a pregnant rat suffers stress, the new-born rat may later show problems in its **13** .....

| | | |
|---|---|---|
| **A** nurture | **B** organs | **C** code |
| **D** chemicals | **E** environment | **F** behaviour/behavior |

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**READING PASSAGE 2**

*You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.*

## An Introduction to Film Sound

Though we might think of film as an essentially visual experience, we really cannot afford to underestimate the importance of film sound. A meaningful sound track is often as complicated as the image on the screen, and is ultimately just as much the responsibility of the director. The entire sound track consists of three essential ingredients: the human voice, sound effects and music. These three tracks must be mixed and balanced so as to produce the necessary emphases which in turn create desired effects. Topics which essentially refer to the three previously mentioned tracks are discussed below. They include dialogue, synchronous and asynchronous sound effects, and music.

Let us start with dialogue. As is the case with stage drama, dialogue serves to tell the story and expresses feelings and motivations of characters as well. Often with film characterization the audience perceives little or no difference between the character and the actor. Thus, for example, the actor Humphrey Bogart is the character Sam Spade; film personality and life personality seem to merge . Perhaps this is because the very texture of a performer's voice supplies an element of character.

When voice textures fit the performer's physiognomy and gestures, a whole and very realistic persona emerges. The viewer sees not an actor working at his craft, but another human being struggling with life. It is interesting to note that how dialogue is used and the very amount of dialogue used varies widely among films. For example, in the highly successful science-fiction film 2001, little dialogue was evident, and most of it was banal and of little intrinsic interest. In this way the film-maker was able to portray what Thomas Sobochack and Vivian Sobochack call, in An Introduction to Film, the 'inadequacy of human responses when compared with the magnificent technology created by man and the visual beauties of the universe '.

The comedy Bringing Up Baby, on the other hand, presents practically non-stop dialogue delivered at breakneck speed. This use of dialogue underscores not only the dizzy quality of the character played by Katherine Hepburn, but also the absurdity of the film itself and thus its humor. The audience is bounced from gag to gag and conversation to conversation; there is no time for audience reflection. The audience is caught up in a whirlwind of activity in simply managing to follow the plot. This film presents pure escapism - largely due to its frenetic dialogue.

Synchronous sound effects are those sounds which are synchronized or matched with what is viewed. For example, if the film portrays a character playing the piano, the sounds of the piano are projected. Synchronous sounds contribute to the realism of film and also help to create a particular atmosphere. For example, the 'click' of a door being opened may simply serve to convince the audience that the image portrayed is real, and the audience may only subconsciously note the expected sound. However, if the 'click' of an opening door is part of an ominous action such as a burglary, the sound mixer may call attention to the 'click' with an increase in volume; this helps to engage the audience in a moment of suspense.

Asynchronous sound effects, on the other hand, are not matched with a visible source of the sound on screen. Such sounds are included so as to provide an appropriate emotional nuance, and they may also add to the realism of the film. For example, a film-maker might opt to include the background sound of an ambulance's siren while the foreground sound and image portrays an arguing couple. The asynchronous ambulance siren underscores the psychic injury incurred in the argument; at the same time the noise of the siren adds to the realism of the film by acknowledging the film's city setting.

We are probably all familiar with background music in films, which has become so ubiquitous as to be noticeable in its absence. We are aware that it is used to add emotion and rhythm. Usually not meant to be noticeable, it often provides a tone or an emotional attitude toward the story and /or the characters depicted. In addition, background music often foreshadows a change in mood. For example, dissonant music may be used in film to indicate an approaching (but not yet visible) menace or disaster.

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Background music may aid viewer understanding by linking scenes. For example, a particular musical theme associated with an individual character or situation may be repeated at various points in a film in order to remind the audience of salient motifs or ideas.

Film sound comprises conventions and innovations. We have come to expect an acceleration of music during car chases and creaky doors in horror films. Yet, it is important to note as well that sound is often brilliantly conceived. The effects of sound are often largely subtle and often are noted by only our subconscious minds. We need to foster an awareness of film sound as well as film space so as to truly appreciate an art form that sprang to life during the twentieth century - the modern film.

***Questions 14-18***

*Choose the correct letter, A, B, C or D. Write the correct letter in boxes 14—18 on your answer sheet.*

**14** In the first paragraph, the writer makes a point that
- **A** the director should plan the sound track at an early stage in filming.
- **B** it would be wrong to overlook the contribution of sound to the artistry of films.
- **C** the music industry can have a beneficial influence on sound in film.
- **D** it is important for those working on the sound in a film to have sole responsibility for it.

**15** One reason that the writer refers to Humphrey Bogart is to exemplify
- **A** the importance of the actor and the character appearing to have similar personalities.
- **B** the audience's wish that actors are visually appropriate for their roles.
- **C** the value of the actor having had similar feelings to the character.
- **D** the audience's preference for dialogue to be as authentic as possible.

**16** In the third paragraph, the writer suggests that
- **A** audiences are likely to be critical of film dialogue that does not reflect their own experience.
- **B** film dialogue that appears to be dull may have a specific purpose.
- **C** filmmakers vary considerably in the skill with which they handle dialogue.
- **D** the most successful films are those with dialogue of a high Quality.

**17** What does the writer suggest about Bringing Up Baby?
- **A** The plot suffers from the filmmaker's wish to focus on humorous dialogue.
- **B** The dialogue helps to make it one of the best comedy films ever produced.
- **C** There is a mismatch between the speed of the dialogue and the speed of actions.
- **D** The nature of the dialogue emphasises key elements of the film.

**18** The writer refers to the 'click' of a door to make the point that realistic sounds
- **A** are often used to give the audience a false impression of events in the film.
- **B** may be interpreted in different ways by different members of the audience.
- **C** may be modified in order to manipulate the audience's response to the film.
- **D** tend to be more significant in films presenting realistic situations.

***Questions 19-23:*** Do the following statements agree with the information given in Reading Passage *2?*
*In boxes 19-23 on your answer sheet, write*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**19** Audiences are likely to be surprised if a film lacks background music.
**20** Background music may anticipate a development in a film.
**21** Background music has more effect on some people than on others.
**22** Background music may help the audience to make certain connections within the film.
**23** Audiences tend to be aware of how the background music is affecting them.

***Questions 24-26:*** Complete each sentence with the correct, below.
Write the correct letter, A-E, in boxes 24-26 on your answer sheet.

**24** The audience's response to different parts of a film can be controlled
**25** The feelings and motivations of characters become clear
**26** A character seems to be a real person rather than an actor

| |
|---|
| **A** when the audience listens to the dialogue. |
| **B** if the film reflects the audience's own concerns. |
| **C** if voice, sound and music are combined appropriately. |
| **D** when the director is aware of how the audience will respond. |
| **E** when the actor s appearance, voice and moves are consistent with each other. |

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## READING PASSAGE 3

### *Questions 27-32*

Reading Passage 3 has six paragraphs, A-F.
Choose the correct heading for paragraphs A-F from the list of headings below.
Write the correct number, i-vii, in boxes 21-32 on your answer sheet.

**List of Headings**

**i** Differences between languages highlight their impressiveness
**ii** The way in which a few sounds are organised to convey a huge range of meaning
**iii** Why the sounds used in different languages are not identical
**iv** Apparently incompatible characteristics of language
**v** Even silence can be meaningful
**vi** Why language is the most important invention of all
**vii** The universal ability to use language

**27** Paragraph **A**
**28** Paragraph **B**
**29** Paragraph **C**
**30** Paragraph **D**
**31** Paragraph **E**
**32** Paragraph **F**

## 'This Marvellous Invention'

**A** Of all mankinds manifold creations, language must take pride of place. Other inventions - the wheel, agriculture, sliced bread - may have transformed our material existence, but the advent of language is what made us human. Compared to language, all other inventions pale in significance, since everything we have ever achieved depends on language and originates from it. Without language, we could never have embarked on our ascent to unparalleled power over all other animals, and even over nature itself.

**B** But language is foremost not just because it came first. In its own right it is a tool of extraordinary sophistication, yet based on an idea of ingenious simplicity: 'this marvellous invention of composing out of twenty-five or thirty sounds that infinite variety of expressions which, whilst having in themselves no likeness to what is in our mind, allow us to disclose to others its whole secret, and to make known to those who cannot penetrate it all that we imagine, and all the various stirrings of our soul'. This was how, in 1660, the renowned French grammarians of the Port-Royal abbey near Versailles distilled the essence of language, and no one since has celebrated more eloquently the magnitude of its achievement. Even so, there is just one flaw in all these hymns of praise, for the homage to languages unique accomplishment conceals a simple yet critical incongruity. Language is mankind's greatest invention - except, of course, that it was never invented. This apparent paradox is at the core of our fascination with language, and it holds many of its secrets.

**C** Language often seems so skillfully drafted that one can hardly imagine it as anything other than the perfected handiwork of a master craftsman. How else could this instrument make so much out of barely three dozen measly morsels of sound? In themselves, these configurations of mouth - *p,f,b,v,t,d,k,g,sh,a,e* and so on - amount to nothing more than a few haphazard spits and splutters, random noises with no meaning, no ability to express, no power to explain. But run them through the cogs and wheels of the language machine, let it arrange them in some very special orders, and there is nothing that these meaningless streams of air cannot do: from sighing the interminable boredom of existence to unravelling the fundamental order of the universe.

**D** The most extraordinary thing about language, however, is that one doesn't have to be a genius to set its wheels in motion. The language machine allows just about everybody from pre-modern foragers in the subtropical savannah, to post-modern philosophers in the suburban sprawl - to tie these meaningless sounds together into an infinite variety of subtle senses, and all apparently without the slightest exertion. Yet it is precisely this

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deceptive ease which makes language a victim of its own success, since in everyday life its triumphs are usually taken for granted. The wheels of language run so smoothly that one rarely bothers to stop and think about all the resourcefulness and expertise that must have gone into making it tick. Language conceals art.

**E** Often, it is only the estrangement of foreign tongues, with their many exotic and outlandish features, that brings home the wonder of languages design. One of the showiest stunts that some languages can pull off is an ability to build up words of breath-breaking length, and thus express in one word what English takes a whole sentence to say. The Turkish word *çehirliliçtiremediklerimizdensiniz*, to take one example, means nothing less than 'you are one of those whom we can't turn into a town-dweller'. (In case you were wondering, this monstrosity really is one word, not merely many different words squashed together - most ol its components cannot even stand up on their own.)

**F** And if that sounds like some one-off freak, then consider Sumerian, the language spoken on the banks of the Euphrates some 5,000 years ago by the people who invented writing and thus enabled the documentation of history . A Sumerian word like *munintuma'a* ('when he had made it suitable for her') might seem rather trim compared to the Turkish colossus above. What is so impressive about it, however, is not its lengthiness but rather the reverse - the thrifty compactness of its construction. The word is made up of different slots, each corresponding to a particular portion of meaning. This sleek design allows single sounds to convey useful information, and in fact even the absence of a sound has been enlisted to express something specific. If you were to ask which bit in the Sumerian word corresponds to the pronoun 'it' in the English translation 'when he had made it suitable for her', then the answer would have to be nothing. Mind you, a very particular kind of nothing: the nothing that stands in the empty slot in the middle. The technology is so fine-tuned then that even a non-sound, when carefully placed in a particular position, has been invested with a specific function. Who could possibly have come up with such a nifty contraption?

***Questions 33-36***

*Complete the summary using the list of words, **A-G**, below.*
*Write the correct letter, **A-G**, in boxes 33-36 on your answer sheet.*

## The importance of language

The wheel is one invention that has had a major impact on **33** ..... aspects of life, but no impact has been as **34** ..... as that of language. Language is very **35**....., yet composed of just a small number of sounds.

Language appears to be **36** .....to use. However, its sophistication is often overlooked.

| | | |
|---|---|---|
| **A** difficult | **B** complex | **C** original |
| **D** admired | **E** material | **F** easy |
| **G** fundamental | | |

***Questions 37-40***

Do the following statements agree with the views of the writer in Reading Passage 3?

*In boxes 37-40 on your answer sheet, write*

| | |
|---|---|
| ***TRUE*** | *if the statement agrees with the information* |
| ***FALSE*** | *if the statement contradicts the information* |
| ***NOT GIVEN*** | *if there is no information on this* |

**37** Human beings might have achieved their present position without language.
**38** The Port-Royal grammarians did justice to the nature of language.
**39** A complex idea can be explained more clearly in a sentence than in a single word.
**40** The Sumerians were responsible for starting the recording of events.

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# ▶ TEST 10

## READING PASSAGE 1

*You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage1 below.*

***Questions 1-6:*** *Reading Passage 1 has nine paragraphs A-I.*
*Choose the correct heading for Paragraphs B and D-H from the list of headings below.*
*Write the correct number (i-xi) in boxes 1-6 on your answer sheet.*

**List of headings**

| | |
|---|---|
| **i** | Not identifying the correct priorities |
| **ii** | A solution for the long term |
| **iii** | The difficulty of changing your mind |
| **iv** | Why looking back is unhelpful |
| **v** | Strengthening inner resources |
| **vi** | A successful approach to the study of decision-making |
| **vii** | The danger of trusting a global market |
| **viii** | Reluctance to go beyond the familiar |
| **ix** | The power of the first number |
| **x** | The need for more effective risk assessment |
| **xi** | Underestimating the difficulties ahead |

| *Example* | *Answer* |
|---|---|
| Paragraph **A** | **x** |
| Paragraph **C** | ***xi*** |

| | | |
|---|---|---|
| **1** | Paragraph | **B** |
| **2** | Paragraph | **D** |
| **3** | Paragraph | **E** |
| **4** | Paragraph | **F** |
| **5** | Paragraph | **G** |
| **6** | Paragraph | **H** |

## Why Risks Can Go Wrong: *Human intuition is a bad guide to handling risk*

**A** People make terrible decisions about the future. The evidence is all around, from their investments in the stock markets to the way they run their businesses. In fact, people are consistently bad at dealing with uncertainty, underestimating some kinds of risk and overestimating others. Surely there must be a better way than using intuition?

**B** In the 1960s a young American research psychologist, Daniel Kahneman, became interested in people's inability to make logical decisions. That launched him on a career to show just how irrationally people behave in practice. When Kahneman and his colleagues first started work, the idea of applying psychological insights to economics and business decisions was seen as rather bizarre. But in the past decade the fields of behavioural finance and behavioural economics have blossomed, and in 2002 Kahneman shared a Nobel prize in economics for his work. Today he is in demand by business organizations and international banking companies. But, he says, there are plenty of institutions that still fail to understand the roots of their poor decisions. He claims that, far from being random, these mistakes are systematic and predictable.

**C** One common cause of problems in decision-making is over-optimism. Ask most people about the future, and they will see too much blue sky ahead, even if past experience suggests otherwise. Surveys have shown that people's forecasts of future stock market movements are far more optimistic than past long-term returns would justify. The same goes for their hopes of ever-rising prices for their homes or doing well in games of chance. Such optimism can be useful for managers or sportsmen, and sometimes turns into a self-fulfilling prophecy. But most of the time it results in wasted effort and dashed hopes. Kahneman's work points to three types of over-confidence. First, people tend to exaggerate their own skill and prowess; in polls, far fewer than half the respondents admit to having below-average skills in, say, driving. Second, they overestimate the amount of control they have over the future, forgetting about luck and chalking up success solely to skill. And third, in competitive pursuits such as dealing on shares, they forget that they have to judge their skills against those of the competition.

**D** Another source of wrong decisions is related to the decisive effect of the initial meeting, particularly in negotiations over money. This is referred to as the 'anchor effect'. Once a figure has been mentioned, it takes a strange hold over the human mind . The asking price quoted in a house sale, for example, tends to become accepted by all parties as the 'anchor' around which negotiations take place. Much the same goes for salary negotiations or mergers and acquisitions. If nobody has much information to go on, a figure can provide comfort - even though it may lead to a terrible mistake.

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**E** In addition, mistakes may arise due to stubbornness. No one likes to abandon a cherished belief, and the earlier a decision has been taken, the harder it is to abandon it. Drug companies must decide early to cancel a failing research project to avoid wasting money, but may find it difficult to admit they have made a mistake. In the same way, analysts may have become wedded early to a single explanation that coloured their perception. A fresh eye always helps.

**F** People also tend to put a lot of emphasis on things they have seen and experienced themselves, which may not be the best guide to decision-making. For example, somebody may buy an overvalued share because a relative has made thousands on it, only to get his fingers burned. In finance, too much emphasis on information close at hand helps to explain the tendency by most investors to invest only within the country they live in . Even though they know that diversification is good for their portfolio, a large majority of both Americans and Europeans invest far too heavily in the shares of their home countries. They would be much better off spreading their risks more widely.

**G** More information is helpful in making any decision but, says Kahneman, people spend proportionally too much time on small decisions and not enough on big ones. They need to adjust the balance. During the boom years, some companies put as much effort into planning their office party as into considering strategic mergers.

**H** Finally, crying over spilled milk is not just a waste of time; it also often colours people's perceptions of the future. Some stock market investors trade far too frequently because they are chasing the returns on shares they wish they had bought earlier.

**I** Kahneman reckons that some types of businesses are much better than others at dealing with risk. Pharmaceutical companies, which are accustomed to many failures and a few big successes in their drug-discovery programmes, are fairly rational about their risk-taking. But banks, he says, have a long way to go. They may take big risks on a few huge loans, but are extremely cautious about their much more numerous loans to small businesses, many of which may be less risky than the big ones. And the research has implications for governments too. They face a whole range of sometimes conflicting political pressures, which means they are even more likely to take irrational decisions.

***Questions 7-10***

*Choose the correct answer A, B, C or D. Write your answers in boxes 7-10 on your answer sheet.*

**7** People initially found Kahneman's work unusual because he
- **A** saw mistakes as following predictable patterns.
- **B** was unaware of behavioural approaches.
- **C** dealt with irrational types of practice.
- **D** applied psychology to finance and economics.

**8** The writer mentions house-owners attitudes towards the value of their homes to illustrate that
- **A** past failures may destroy an optimistic attitude.
- **B** people tend to exaggerate their chances of success.
- **C** optimism may be justified in certain circumstances.
- **D** people are influenced by the success of others.

**9** Stubbornness and inflexibility can cause problems when people
- **A** think their financial difficulties are just due to bad luck.
- **B** avoid seeking advice from experts and analysts.
- **C** refuse to invest in the early stages of a project.
- **D** are unwilling to give up unsuccessful activities or beliefs.

**10** Why do many Americans and Europeans fail to spread their financial risks when investing?
- **A** They feel safer dealing in a context which is close to home.
- **B** They do not understand the benefits of diversification.
- **C** They are over-influenced by the successes of their relatives.
- **D** They do not have sufficient knowledge of one another's countries.

***Questions 11-13***

*Answer the questions below, using **NO MORE THAN THREE WORDS** for each answer.*
*Write your answers in boxes 11-13 on your answer sheet.*

**11** Which two occupations may benefit from being over-optimistic?

**12** Which practical skill are many people over-confident about?

**13** Which type of business has a generally good attitude to dealing with uncertainty?

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## READING PASSAGE 2

*You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.*

There has always been a sense in which America and Europe owned film. They invented it at the end of the nineteenth century in unfashionable places like New Jersey, Leeds and the suburbs of Lyons. At first, they saw their clumsy new camera-projectors merely as more profitable versions of Victorian lantern shows, mechanical curiosities which might have a use as a sideshow at a funfair. Then the best of the pioneers looked beyond the fairground properties of their invention. A few directors, now mostly forgotten, saw that the flickering new medium was more than just a diversion. This crass commercial invention gradually began to evolve as an art. D W Griffith in California glimpsed its grace, German directors used it as an analogue to the human mind and the modernising city, Soviets emphasised its agitational and intellectual properties, and the Italians reconfigured it on an operatic scale.

So heady were these first decades of cinema that America and Europe can be forgiven for assuming that they were the only game in town. In less than twenty years western cinema had grown out of all recognition; its unknowns became the most famous people in the world; it made millions. It never occurred to its financial backers that another continent might borrow their magic box and make it its own. But film industries were emerging in Shanghai, Bombay and Tokyo, some of which would outgrow those in the west.

Between 1930 and 1935, China produced more than 500 films, mostly conventionally made in studios in Shanghai, without soundtracks . China's best directors - Bu Wancang and Yuan Muzhi - introduced elements of realism to their stories. The Peach Girl (1931) and Street Angel (1937) are regularly voted among the best ever made in the country.

India followed a different course. In the west, the arrival of talkies gave birth to a new genre - the musical - but in India, every one of the 5000 films made between 1931 and the mid-1950s had musical interludes. The films were stylistically more wide ranging than the western musical, encompassing realism and escapist dance within individual sequences, and they were often three hours long rather than Hollywood's 90 minutes. The cost of such productions resulted in a distinctive national style of cinema. They were often made in Bombay, the centre of what is now known as 'Bollywood'. Performed in Hindi (rather than any of the numerous regional languages), they addressed social and peasant themes in an optimistic and romantic way and found markets in the Middle East, Africa and the Soviet Union.

In Japan, the film industry did not rival India's in size but was unusual in other ways. Whereas in Hollywood the producer was the central figure, in Tokyo the director chose the stories and hired the producer and actors . The model was that of an artist and his studio of apprentices. Employed by a studio as an assistant, a future director worked with senior figures, learned his craft, gained authority, until promoted to director with the power to select screenplays and performers. In the 1930s and 40s, this freedom of the director led to the production of some of Asia's finest films.

The films of Kenji Mizoguchi were among the greatest of these. Mizoguchi's films were usually set in the nineteenth century and analysed the way in which the lives of the female characters whom he chose as his focus were constrained by the society of the time . From *Osaka Elegy* (1936) to *Ugetsu Monogatari* (1953) and beyond, he evolved a sinuous way of moving his camera in and around a scene, advancing towards significant details but often retreating at moments of confrontation or strong feeling. No one had used the camera with such finesse before.

Even more important for film history, however, is the work of the great Ozu. Where Hollywood cranked up drama, Ozu avoided it. His camera seldom moved. It nestled at seated height, framing people square on, listening quietly to their words. Ozu rejected the conventions of editing, cutting not on action, as is usually done in the west, but for visual balance. Even more strikingly, Ozu regularly cut away from his action to a shot of a tree or a kettle or clouds, not to establish a new location but as a moment of repose. Many historians now compare such 'pillow shots' to the Buddhist idea that mu - empty space or nothing - is itself an element of composition.

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As the art form most swayed by money and market, cinema would appear to be too busy to bother with questions of philosophy. The Asian nations proved and are still proving that this is not the case. Just as deep ideas about individual freedom have led to the aspirational cinema of Hollywood, so it is the beliefs which underlie cultures such as those of China and Japan that explain the distinctiveness of Asian cinema at its best. Yes, these films are visually striking, but it is their different sense of what a person is, and what space and action are, which makes them new to western eyes.

### *Questions 14-18*

*Do the following statements agree with the information given in Reading Passage 2?*
*In boxes 14-18 on your answer sheet write*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**14** The inventors of cinema regarded it as a minor attraction.
**15** Some directors were aware of cinema's artistic possibilities from the very beginning.
**16** The development of cinema's artistic potential depended on technology.
**17** Cinema's possibilities were developed in varied ways in different western countries.
**18** Western businessmen were concerned about the emergence of film industries in other parts of the world.

### *Questions 19-25*

*Complete the notes below using the list of words (**A-K**) from the box below.*

*Write the correct letters in boxes 19-25 on your answer sheet.*

#### Chinese cinema

- large number of **19** ..... films produced in 1930s
- some early films still generally regarded as **20** .....

#### Indian cinema

- films included musical interludes
- films avoided **21** ..... topics

#### Japanese cinema

- unusual because film director was very **22** .....
- two important directors:

Mizoguchi - focused on the **23**..... restrictions faced by women

- camera movement related to **24** ..... content of film

Ozu - **25** ..... camera movement

| | | | | | |
|---|---|---|---|---|---|
| **A** emotional | **B** negative | **C** expensive | **D** silent | **E** social | |
| **F** outstanding | **G** little | **H** powerful | **I** realistic | **J** stylistic | **K** economic |

### *Question 26*

**26** Which of the following is the most suitable title for Reading Passage 2?

**A** Blind to change: how is it that the west has ignored Asian cinema for so long?
**B** A different basis: how has the cinema of Asian countries been shaped by their cultures and beliefs?
**C** Outside Asia: how did the origins of cinema affect its development worldwide?
**D** Two cultures: how has western cinema tried to come to terms with the challenge of the Asian market?

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**READING PASSAGE 3**

*You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.*

## Quiet roads ahead: *The roar of passing vehicles could soon be a thing of the past*

**A** The noise produced by busy roads is a growing problem. While vehicle designers have worked hard to quieten engines, they have been less successful elsewhere. The sound created by the tyres on the surface of the road now accounts for more than half the noise that vehicles create, and as road building and car sales continue to boom - particularly in Asia and the US - this is turning into a global issue.

**B** According to the World Health Organization, exposure to noise from road traffic over long periods can lead to stress-related health problems. And where traffic noise exceeds a certain threshold, road builders have to spend money erecting sound barriers and installing double glazing in blighted homes. Houses become harder to sell where environmental noise is high, and people are not as efficient or productive at work.

**C** Already, researchers in the Netherlands - one of the most densely populated countries in the world - are working to develop techniques for silencing the roads. In the next five years the Dutch government aims to have reduced noise levels from the country's road surfaces by six decibels overall. Dutch mechanical engineer Ard Kuijpers has come up with one of the most promising, and radical, ideas. He set out to tackle the three most important factors: surface texture, hardness and ability to absorb sound.

**D** The rougher the surface, the more likely it is that a tyre will vibrate and create noise. Road builders usually eliminate bumps on freshly laid asphalt with heavy rollers, but Kuijpers has developed a method of road building that he thinks can create the ultimate quiet road. His secret is a special mould 3 metres wide and 50 metres long. Hot asphalt, mixed with small stones, is spread into the mould by a railmounted machine which flattens the asphalt mix with a roller. When it sets, the 10-millimetre-thick sheet has a surface smoother than anything that can be achieved by conventional methods.

**E** To optimise the performance of his road surface - to make it hard wearing yet soft enough to snuff out vibrations - he then adds another layer below the asphalt. This consists of a 30-millimetre-thick layer of rubber, mixed with stones which are larger than those in the layer above. 'It's like a giant mouse mat, making the road softer,' says Kuijpers.

**F** The size of the stones used in the two layers is important, since they create pores of a specific size in the road surface. Those used in the top layer are just 4 or 5 millimetres across, while the ones below are approximately twice that size - about 9 millimetres. Kuijpers says the surface can absorb any air that is passing through a tyre's tread (the indentations or ridges on the surface of a tyre), damping oscillations that would otherwise create noise. And in addition they make it easier for the water to drain away, which can make the road safer in wet weather.

**G** Compared with the complex manufacturing process, laying the surface is quite simple. It emerges from the factory rolled, like a carpet, onto a drum 1.5 metres in diameter. On site, it is unrolled and stuck onto its foundation with bitumen. Even the white lines are applied in the factory.

**H** The foundation itself uses an even more sophisticated technique to reduce noise further. It consists of a sound-absorbing concrete base containing flask-shaped slots up to 10 millimetres wide and 30 millimetres deep that are open at the top and sealed at the lower end.
These cavities act like Helmholtz resonators - when sound waves of specific frequencies enter the top of a flask, they set up resonances inside and the energy of the sound dissipates into the concrete as heat. The cavities play another important role: they help to drain water that seeps through from the upper surface. This flow will help flush out waste material and keep the pores in the outer layers clear.

**I** Kuijpers can even control the sounds that his resonators absorb, simply by altering their dimensions. This could prove especially useful since different vehicles produce noise at different frequencies. Car tyres peak at around 1000 hertz, for example, but trucks generate lower-frequency noise at around 600 hertz. By varying the size of the Kuijpers resonators, it is possible to control which frequencies the concrete absorbs. On large highways, trucks tend to use the inside lane, so resonators here could be tuned to absorb sounds at around 600 hertz while those in other lanes could deal with higher frequency noise from cars.

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**J** Kuijpers believes he can cut noise by five decibels compared to the quietest of today's roads. He has already tested a l00-metre-long section of his road on a motorway near Apeldoorn, and Dutch construction company Heijmans is discussing the location of the next roll-out road with the country's government. The success of Kuijpers' design will depend on how much it eventually costs. But for those affected by traffic noise there is hope of quieter times ahead.

### *Questions 27-32*

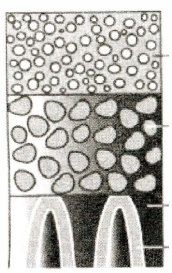
*Reading Passage 3 has ten paragraphs labelled **A-J***
*Which paragraph contains the following information?*
*Write the correct letter **A-J** in boxes 27-32 on your answer sheet.*

**27** a description of the form in which Kuijpers' road surface is taken to its destination
**28** an explanation of how Kuijpers makes a smooth road surface
**29** something that has to be considered when evaluating Kuijpers' proposal
**30** various economic reasons for reducing road noise
**31** a generalisation about the patterns of use of vehicles on major roads
**32** a summary of the different things affecting levels of noise on roads

### *Questions 33-35*

Label the diagram below.
*Choose **NO MORE THAN ONE WORD AND/OR A NUMBER** from the passage for each answer.*
*Write your answers in boxes 33-35 on your answer sheet.*

**Cross section of Kuijpers' proposed noise-reducing road**



**33** .....
**stone (approx 34** ..... **mm diameter)**
**35** .....
**Flask-shaped slots**

### *Questions 36-40*

*Complete the table below using the list of words **(A-K)** from the box below.*

*Write the correct letters in boxes 36-40 on your answer sheet.*

**Kuijpers' noise-reducing road: components and function**

| Layer | Component | Function |
|---|---|---|
| upper and lower | stones | • reduce oscillations caused by **36** .....<br>• create pores which help **37** ..... |
| foundation | slots | • convert **38** ..... to heat<br>• help to remove **39** .....<br>• can be adapted to absorb different **40** ..... |

| | | | | |
|---|---|---|---|---|
| **A** frequencies | **B** the engine | **C** rubbish | **D** resonators | |
| **E** air flow | **F** dissipation | **G** sound energy | **H** pores | **I** lanes |
| **J** drainage | **K** sources | | | |

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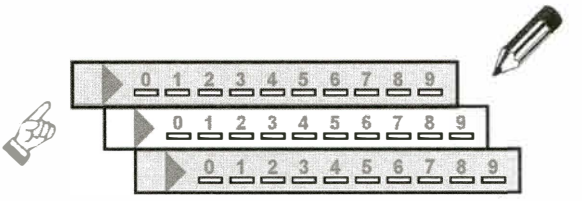
Please write your **full name** in CAPITAL letters on the line below:

_____

Please write your Candidate number on the line below:

_____

Please write your three digit language code in the boxes and shade the numbers in the grid on the right.




**Are you:** Female? ▭ Male? ▭

**Reading Reading Reading Reading Reading Reading**

**Module taken** (shade one box): Academic ▭ General Training ▭

| | | Marker use only | | | Marker use only |
|---|---|---|---|---|---|
| 1 | | ✓ 1 ✗ | 21 | | ✓ 21 ✗ |
| 2 | | ✓ 2 ✗ | 22 | | ✓ 22 ✗ |
| 3 | | ✓ 3 ✗ | 23 | | ✓ 23 ✗ |
| 4 | | ✓ 4 ✗ | 24 | | ✓ 24 ✗ |
| 5 | | ✓ 5 ✗ | 25 | | ✓ 25 ✗ |
| 6 | | ✓ 6 ✗ | 26 | | ✓ 26 ✗ |
| 7 | | ✓ 7 ✗ | 27 | | ✓ 27 ✗ |
| 8 | | ✓ 8 ✗ | 28 | | ✓ 28 ✗ |
| 9 | | ✓ 9 ✗ | 29 | | ✓ 29 ✗ |
| 10 | | ✓ 10 ✗ | 30 | | ✓ 30 ✗ |
| 11 | | ✓ 11 ✗ | 31 | | ✓ 31 ✗ |
| 12 | | ✓ 12 ✗ | 32 | | ✓ 32 ✗ |
| 13 | | ✓ 13 ✗ | 33 | | ✓ 33 ✗ |
| 14 | | ✓ 14 ✗ | 34 | | ✓ 34 ✗ |
| 15 | | ✓ 15 ✗ | 35 | | ✓ 35 ✗ |
| 16 | | ✓ 16 ✗ | 36 | | ✓ 36 ✗ |
| 17 | | ✓ 17 ✗ | 37 | | ✓ 37 ✗ |
| 18 | | ✓ 18 ✗ | 38 | | ✓ 38 ✗ |
| 19 | | ✓ 19 ✗ | 39 | | ✓ 39 ✗ |
| 20 | | ✓ 20 ✗ | 40 | | ✓ 40 ✗ |

| Marker 2 Initials | | Marker 1 Initials | | Band Score | | Reading Total | |
|---|---|---|---|---|---|---|---|

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# IELTS

# Reading Samples

# (General Training)

- Standard samples
- Annotated Answer key

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# ▶ TEST 1

## SECTION 1

***Questions 1-14:*** Read the text below and answer Questions 1—8.

## THE EMPLOYMENT PAGES *Saturday Edition*

**Australia's biggest daily selection of job ads — helping you to find the perfect position for you**

### Saturday Job Guide

**A** Government Positions (New South Wales)
**B** Higher Education (Academic staff)
**C** Primary and Secondary Schools (Academic staff)
**D** Hospitals and Medical (Medical staff)
**E** IT and Computing
**F** Accountancy and Finance (Private)
**G** Hospitality and Kitchen Staff
**H** Self-employment Opportunities
**I** Rural Posts (incl. farm work)
**J** Casual Work Available

### Monday - Friday Job Highlights

TUESDAY: Education
Local Government

THURSDAY: Hospital and Medical
Government Health Vacancies (New South Wales)

***Questions 1-2***

*Answer the questions below.*

Choose ***NO MORE THAN THREE WORDS*** from the text for each answer.

*Write your answers in boxes 1 and 2 on your answer sheet.*

**1** On which **TWO** days does the newspaper advertise jobs for teachers?

**2** On which **TWO** days does the newspaper advertise jobs for nurses?

***Questions 3-8***

*Look at the ten categories of job advertisement, **A—J**, in the Saturday Job Guide.*
*Write the correct letter, **A—J**, in boxes 3—8 on your answer sheet.*
Which category of job advertisement should you look at if

**3** you are looking for a job as a university lecturer?

**4** you want to start your own business?

**5** you want a permanent job in a hotel?

**6** you are looking for a job in public administration?

**7** you are looking for agricultural Work in the country?

**8** you are looking for temporary work?

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*Read the text below and answer Questions 9—14.*

# STANHELD THEATRE

## BOOKING

There are four easy ways to book seats for performances:

**- in person**
The Box Office is open Monday to Saturday, 10 am—8 pm.

**- by post**
Simply complete the booking form and return it to Stanfield Theatre Box Office, PO Box 220, Stanfield, ST55 6GF. All cheques should be made payable to Stanfield Theatre.

**- by telephone**
Ring 01316 753219 to reserve your tickets or to pay by credit card (Visa, Mastercard and Amex accepted).

**- on-line**
Complete the on-line booking form at www.stanfieldtheatre.com

## DISCOUNTS

**Saver:** £2 off any seat booked any time in advance for performances from Monday to Thursday inclusive, and for all matinees. Savers are available for children up to 16 years old, over 60s and full-time students.

**Supersaver:** half-price seats are available for people with disabilities, and one companion. It is advisable to book in advance. There is a maximum of eight wheelchair spaces available and one wheelchair space will be held until one hour before the show (subject to availability).

**Standby:** best available seats are on sale for £6 from one hour before the performance for people eligible for Saver and Supersaver discounts and thirty minutes before for all other customers.

**Group Bookings:** there is a ten per cent discount for parties of twelve or more.

**Schools:** school parties of ten or more can book £6 Standby tickets in advance and will get every tenth ticket free.

Please note: We are unable to exchange tickets or refund money unless a performance is cancelled due to unforeseen circumstances.

## GIFT VOUCHERS

Gift vouchers for any value can be bought at the Box Office.

***Questions 9-14***

*Do the following statements agree with the information given in the text?*

*In boxes 9-14 on your answer sheet, write*

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**9** It is possible to book tickets for performances using the Internet.
**10** 60-year-olds who Want to book in advance have to prove their age to get a discount.
**11** Someone accompanying a Wheelchair user to a performance receives a discount.
**12** Students can get Standby tickets 45 minutes before a performance begins.
**13** A group of ten adults going to a performance can claim a discount.
**14** Theatre-goers who are unexpectedly unable to attend a performance can get their money back.

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**SECTION 2**

***Questions 15—21:***
This text has eight sections, **A—H**.
*Choose the correct heading for sections **B—H** from the list of headings below.*
*Write the correct number, **i—xii**, in boxes 15-21 on your answer sheet.*

**List of Headings**
**i** Consult your teacher
**ii** Take a break
**iii** Make a timetable
**iv** Create a working space
**v** Sit comfortably
**vi** Study at home
**vii** Talk about your work
**viii** Photocopy important material
**ix** Catalogue references
**x** Use the library
**xi** Prioritise your work
**xii** Exercise regularly

| *Example* | *Answer* |
|---|---|
| Section **A** | **iii** |

**15** Section **B**
**16** Section **C**
**17** Section **D**
**18** Section **E**
**19** Section **F**
**20** Section **G**
**21** Section **H**

# SELF-STUDY TIPS

**A** However difficult you find it to arrange your time, it will pay off in the long run if you set aside a certain part of the day for studying — and stick to it. It is best to make a weekly allocation of your time, making sure that you have enough left for recreational activities or simply to be 'with' yourself: reading a novel or watching a television programme.

**B** As part of your weekly schedule, it is also advisable to consider exactly what you have to do in that week, and make sure that you tackle the most significant tasks first, leaving the easier or less urgent areas of your work until later.

**C** On a physical level, make sure that you have an area or space for studying. Don't do it just anywhere. If you always study in the same place, preferably a room of your own, you will find it easier to adjust mentally to the activity when you enter that area. You should have everything that you might need at hand.

**D** Make sure that all the physical equipment that you use, such as a desk, chair etc. is at a good height for you. If you use a personal computer, there are plenty of guidelines available from the government on posture, angles, lighting and the like. Consult these and avoid the typical student aches and pains.

**E** If you are doing a long essay or research paper which involves the use of library books or other articles, it helps to keep details of the titles and authors on small cards in a card box. It is also a good idea to log these alphabetically so that you can find them easily— rather like keeping telephone numbers. It's all too easy to read something and then forget where it came from.

**F** Make use of equipment that is available to you. If you find a useful article in the library, it is best to make a copy of the relevant pages before you leave. Then, when you get back to your study, you can mark the article and make any comments that you have in the margin.

**G** If you are working on a topic your teacher has set, but finding it hard to concentrate, it may be that you actually need to take your mind right off it for a period of time. 'Airing the mind' can work wonders sometimes. After a period away from the task, having not thought about it at all, you may return to it refreshed and full of ideas.

**H** Similarly, it may help to discuss a topic with other people, especially if you feel that you have insufficient ideas, or too many disorganised ideas. Bring your topic up in conversations at meal times or with other students and see what they have to say. You don't want to copy their ideas but listening to what they think about something may well help you develop or refine your own thoughts.

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*Read the text below and answer Questions 22-27.*

# STUDY CENTRE COURSES

**A**
***From Paragraph to Essay***
*Of particular relevance to students who wish to improve their organisational skills and who feel that their final product is enough. never clear*
*Thursday 10-12*
*Kiran Singh*

**B**
***Communicate by Mail***
*Owing to the popularity of last term 's course, this is a repeat. Requests for information, notification of personal details and enclosures will be looked at. Please note that this is not a business course*
*Friday 2-4*
*Celia Rice*

**C**
***Source Material***
*How do you gather information for a project or paper? A practical course which looks at sources of information and how to use cataloguing systems.*
*Monday 10-11*
*Kiran Singh*

**D**
***Express Yourself***
*An advanced course suitable for students who are about to step into organisations where they may have to voice their opinions in various forums.*
*Monday 12—2*
*Dave Parrin*

**E**
***Media Use***
*Open to all students, this course focuses on the many ways we can profit linguistically from the radio and television. Use of video essential. Group projects form part of course.*
*Tuesday 9-1 1*
*Steve Ansell*

**F**
***The Short Story***
*A venture into the world of popular writers. One story is selected for adaptation into a short play and group performance. Pre-arranged groups welcome.*
*Thursday 11—1.3O*
*Mrs Owen*

**G**
***Caught for Speeding***
*Open to all students. Simple eye exercises to help you skim and scan. How to be selective on the page. Using headings, topic sentences and paragraphs for easy access.*
*Wednesday 11-7*
*Mrs Owen*

**H**
***Quote Me if You Must***
*The do 's and don'ts of using source material. How to incorporate it into your own work in an acceptable way. How not to plagiarise other people's articles, books etc.*
*Tuesday 9-10. 30*
*Dr Johnson*

**I**
***The Job for Me***
*Finding it, applying for it and getting it.*
*Where can it all go wrong? Written and oral course with simulation exercises using authentic newspaper advertisements.*
*Friday 10-11.30*
*Fabbeh Al-Hussein*

**J**
***Can I Help You?***
*Practical course for students who wish to improve their telephone skills. Breaks the ice for newcomers. No written skills required.*

*Wednesday 3-5*
*Mike Vas*

**K**
***The Customer is Always Right***
*An interesting angle — how do you reply to letters form customers? What tone is best and when? How do you achieve results?*
*Wednesday 11-1*
*Celia Rice*

**L**
***Tense about Tenses***
*For those who worry about their individual words – a look at tenses and other aspects of the language through poetry and song. Good voice helps but not essential!*
*Saturday 10-12*
*Steve Ansell*

***Questions 22-27:***

*Look at the twelve descriptions of courses,* ***A—L***
*For which description are the following statements true?*
*Write the correct letter,* ***A—L****, in boxes 22-27 on your answer sheet.*

**22** This course would be useful for dealing with letters of complaint
**23** This course will help you use the libraries.
**24** This course will improve your performance at interviews.
**25** This course will help you with acknowledging your sources.
**26** This course will help you improve your reading skills.
**27** This course will help you improve your grammar.

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**SECTION 3:** ***Questions 28-40***

## PTEROSAURS: *Remains of the pterosaur, a cousin of the dinosaur, are found on every continent. Richard Monastersky reports*

**A** Pterosaurs stand out as one of nature's great success stories. They first appeared during the Triassic period, 215 million years ago, and thrived for 150 million years before becoming extinct at the end of the Cretaceous period. Uncontested in the air, pterosaurs colonised all continents and evolved into a vast array of shapes and sizes.

**B** Until recently, most scientists would not have put pterosaurs in the same class as birds in terms of flying ability. Because pterosaurs were reptiles, generations of researchers imagined that these creatures must have been cold-blooded, like modern snakes and lizards. This would have made flying awkward, as they would have lacked the endurance to power their muscles for long periods of time.

**C** In the past three decades, however, a number of fossil discoveries have prompted researchers to re-examine their views. The new picture of pterosaurs reveals that they were unlike any modern reptile. From a fossil discovered in Kazakhstan, scientists suspect that pterosaurs had a covering resembling fur. If so, this detail provides evidence of a warm-blooded body that could maintain the kind of effort needed to stay in the air. Indeed, scientists now believe that many pterosaurs were gifted air- borne predators, built to feed while in flight. And, in fact, such controversy has surrounded pterosaurs since the first discovery of one in the early 1700s.

**D** Cosimo Alessandro Collini, the first natural historian to study the fossil and describe it, was unable to classify it. It was not until 1791 that the great French anatomist Georges Cuvier deduced that the animal was in fact a flying reptile, whose fourth finger supported a wing. He named the fossil Pterodactylus, combining the Greek words for wing and finger. A few decades later, the name pterosaur, or winged reptile, was adopted to describe the growing list of similar fossils.

**E** In 1873, a remarkable pterosaur specimen came to light that confirmed Cuvier's deduction. Unlike earlier fossils, this new find near the Bavarian town of Solnhofen contained delicate wing impressions, establishing definitely that the extinct reptile was capable of flight. Even though over a thousand pterosaur specimens are known today, such wing impressions remain rare. Normally only bones survive the fossilisation process.

**F** But how pterosaurs learnt to fly remains a matter for disagreement. Most researchers conclude that pterosaurs are descended from a small tree-dwelling reptile that spent its life jumping between branches. This creature would have spread its limbs, and used flaps of skin attached to its limbs and body to help it to land gently on the ground. Over many generations the fourth finger on each of its front 'arms' would have grown longer, making the skin surface larger and enabling the animal to glide farther. Meanwhile, the competing argument holds that pterosaurs developed from two-legged reptiles that ran along the ground, perhaps spreading their arms for balance. Through gradual growth, the front arms would then have evolved into wings. This difficult issue will only be resolved with the discovery of earlier forms of pterosaurs.

**G** It's very difficult to say how pterosaurs changed over time because the earliest fossils we have are of pterosaurs whose fourth finger has already transformed into a wing,' says Fabio dalla Vecchia, an Italian researcher. In fact, the earliest known pterosaurs came from the mountains of northern Italy, where he has spent years searching for flying reptiles. These species have shorter wings than later forms, but there is evidence that they were skilful fliers, capable of catching fish over open water. Proof of this has been found in the fossil of a *Eudimorphodon*, a 215-million-year- old pterosaur found near Bergamo, Italy. Under a microscope, several fish scales can be seen in the abdomen of the specimen — the remains of the pterosaur's last meal.

**H** A different but equally impressive sight is the life-size model of *Quetzalcoatlus northropi*, which stares down at visitors in the Museum of Flying in Santa Monica, California. It has a beak the size of a man and wings wider than those of many of the planes exhibited nearby. This pterosaur had wings over 11 metres wide, making it the largest flying animal ever known.

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**I** *Quetzalcoatlus* represents the height of pterosaur evolution. 'Unlike smaller pterosaurs, it could use natural currents to stay in the air without having to move its wings continuously,' said Paul MacCready, an aeronautical engineer. 'As pterosaurs got larger, they discovered the benefits of gliding on air currents, making use of a free energy source. With their hollow bones, these pterosaurs had a very light construction, ideal for such activity.'

**J** As we walked beneath the *Quetzalcoatlus* model in Santa Monica, MacCready pointed out its similarity to sailplanes, the most efficient kind of aeroplanes. Both have long slender wings designed to fly with minimum power. During flight, sailplane pilots routinely search for places where heat rises from sun-baked earth, creating hot air currents called thermals. Undoubtedly, *Quetzalcoatlus* would have used thermals as well, lazily circling over the river deltas that once covered parts of Texas.

**K** The triumphant reign of pterosaurs ended with this giant flier. At the end of the Cretaceous period 65 million years ago, a meteorite or comet slammed into the Earth. That calamity — and other events — wiped out roughly three quarters of all species, including all pterosaurs and dinosaurs. But before their disappearance, pterosaurs enjoyed unequalled success. They flew into sunny skies before any other vertebrate. For 150 million years they sailed the winds on the strength of a fragile finger. What a glorious ride they had.

***Questions 28-34***

The text has eleven paragraphs, **A—K**.
Which paragraph contains the following information?
*Write the correct letter, **A—K**, in boxes 28-34 on your answer sheet.*

**28** similarities between pterosaurs and mechanical flight
**29** the identification of the type of creature a pterosaur actually was
**30** conflicting theories about how pterosaurs came to fly
**31** the cause of widespread destruction of animal life on our planet
**32** the fact that pterosaurs once existed all over the World
**33** the first clear proof that pterosaurs could fly
**34** concrete evidence that pterosaurs hunted their food from the air

***Questions 35-38***

*Look at the following statements (Questions 35-38) and the list of people below.*
*Match each statement with the correct person, A, B, C or D.*
*Write the correct letter, **A, B, C or D,** in boxes 35—38 on your answer sheet.*

**35** He refers to the difficulty of determining how pterosaurs evolved without further evidence.
**36** He failed to interpret the evidence before him.
**37** He gave an appropriate name to the first pterosaur that was discovered.
**38** He mentions the ability of pterosaurs to take advantage of their environment.

**List of People**

**A** Cosimo Alessandro Collini
**B** Georges Cuvier
**C** Fabio dalla Vecchia
**D** Paul MacCready

***Questions 39 and 40***

*Complete the sentences below.*

*Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.*

Write your answers in boxes 39 and 40 on your answer sheet.

**39** So far, evidence of a total of ..... pterosaurs has been discovered.
**40** The wings of Quetzalcoatlus measured more than ..... across.

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# ▶ TEST 2

## SECTION 1

*You should spend about 20 minutes on **Questions 1-14***

## CREATIVE TOYS

| | |
|---|---|
| **A**<br>**Bath time animals**<br>Five foam mix-and-match animal jigsaws. Pieces stick easily to damp tiles and ceramic surfaces. A great product for keeping young children entertained in the bath. Assembled animals approximately 16 cm. | **B**<br>**Chef's outfit**<br>Young children will love to play at being a master chef in this cute costume of apron, floppy hat and oven glove. With convenient Velcro fastenings, this set is suitable for a broad range of sizes. Available in two colours: blue and red — please specify your preference. |
| **C**<br>**Chimalong**<br>An excellent choice, even for the very young. This small xylophone has eight chimes, and is accompanied by a book, with instructions for playing twelve familiar tunes. The chimes and instructions are colour-coded, making it easy for children to learn how to play the tunes. | **D**<br>**Carpenter's tools**<br>This fantastic junior tool box is great for all young children who want to copy adults and do some real woodworking. The set includes: a tool box, hammer, sawjmallet, chisel, spanners, sandpaper, screwdrivers and pliers — everything needed to tackle simple projects. *NB: Not suitable for children under eight years. Needs adult supervision.* |
| **E**<br>**Cardboard playhouse**<br>A unique playhouse providing hours of fun and imaginative play for young children. It is constructed in durable cardboard and is 100 percent recyclable! It is easy to assemble, and can be folded flat or used as extra storage when not in use. Pink, blue, green, silver or brown — please state preference. Overall size 90 x 67.5 x 128 centimetres.<br>*NB: This item is not available for overseas delivery or our gift- wrapping service.* | **F**<br>**Doll-making kit**<br>A great creative kit for making an adorable ballerina doll. Children can give her a name and make it official with the birth certificate which is included! No pins or needles required. Contains one soft doll body, wool, lace, ribbon, adhesive tape, coloured pencils, birth certificate and detailed instructions. NB: Not suitable for children under five years. |

***Questions 1-7***

*Look at the six advertisements for toys, **A—F**.*
*For which toy are the following statements true?*
*Write the correct letter, **A-F**, in boxes 1-7 on your answer sheet.*
*NB: You may use any letter more than once.*

**1** There is a range of colours to choose from.
**2** The size of this can be adjusted to suit the child.
**3** This cannot be sent to addresses in other countries.
**4** Children can use this to make things out of wood.
**5** Water will not damage this toy.
**6** This contains the parts needed to make a toy.
**7** This is a type of musical instrument.

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*Dear Mr and Mrs Burton,*

Thank you for booking your stay with us at the Loch Cullen Hotel, one of Scotland's best-known and oldest family-run hotels.

We are delighted to confirm your reservation from 16 June to 20 June.
Unfortunately, the double room you requested is not available, and we only have single or twin rooms to offer during that period. We have reserved a twin room for you, but please let us know if you would prefer two singles.

The rate will be £55.00 per person per night, which includes a full Scottish breakfast and tax. We are currently offering a special rate for Sunday nights — £25 per person — please contact us as soon as possible if you wish to extend your stay and take up this offer.

Check-in is from 2p.m. and check-out is ll a.m. on the morning of your departure. If for any reason you require a different time then please let us know in advance and we'll do our best to help you.

The Loch Cullen Hotel has a choice of two distinctly different dining experiences. Choose either the Lounge Bar where you'll find freshly produced light meals, or the Loch Restaurant for more formal dining, but with a relaxed atmosphere. We can offer you a range of locally-sourced food, such as our award-winning haggis or Scottish smoked salmon. Throughout the hotel we use the very best fresh Scottish produce.

On departure, guests can settle their bill in cash, or by cheque, debit card or credit card. Thank you for guaranteeing your booking with a credit card number, which will only be used in the event of a late cancellation. If cancelled up to 24 hours before the day of arrival no fee will be charged. If cancelled later, or in the case that a guest doesn't arrive, then the first night will be charged in full.

If you have any questions about your reservation or the hotel, please don't hesitate to contact us. We look forward to welcoming you on your arrival.

Yours sincerely,

Sarah Peterson (Manager)

***Questions 8-14***

Do the following statements agree with the information given in the text above?

***TRUE*** *if the statement agrees with the information*
***FALSE*** *if the statement contradicts the information*
***NOT GIVEN*** *if there is no information on this*

**8** The Loch Cullen Hotel is managed by an international company.

**9** One room with two beds has been reserved.

**10** Prices will be reduced for guests who do not require breakfast.

**11** There is a temporary price reduction for Sunday-night stays.

**12** The earliest time of arrival at the hotel is normally 2 p.m.

**13** Dinner in the Loch Restaurant must be booked in advance.

**14** If less than 24 hours' notice of cancellation is given, there is no charge.

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## SECTION 2

*You should spend about 20 minutes on **Questions 15-27***

### Minnesota Department of Natural Resources (DNR)

**Volunteering program**

Volunteers work with DNR managers, professionals and technicians to help manage the state's diverse natural resources. Volunteer positions range from jobs requiring no previous experience to specialist positions requiring extensive skill and experience. Volunteers provide work which supplements DNR personnel. Volunteers help to preserve and enhance Minnesota's natural beauty for the enjoyment of people of all ages, interests and abilities.

Follow these steps to sign up as a volunteer for DNR:

Volunteer opportunities are available throughout the state at State Parks, State Forest Campgrounds, Wildlife Management Areas, fisheries and hatcheries, the 150+ DNR area offices, four regional headquarter offices, the St. Paul Central Office and at special event sites. Check our website to learn about volunteer positions available in your area.

Contact the DNR officer who is designated for the project you are interested in. (If you live in Greater Minnesota, you may use our toll free number at l-555 646-6367. Hearing impaired individuals may call (651) 296-5484. The DNR officer will inform you if the position is still open and will register you.

Arrive on time (or a little early) to work on the project for which you registered to work. The schedule you agree to is important: be sure to call if you will be absent or need to leave early. The DNR is counting on you to be a dependable volunteer.

While working for the DNR, take account of the following guidelines:

Represent the DNR in a positive fashion. You are not expected to be knowledgeable in all areas concerning the DNR. If working with the public in your volunteer position, all questions from them related to DNR policies and procedures are to be passed on to your supervisor, or to the DNR Information Line at 1-888-646-6367. Avoid expressing a personal opinion.

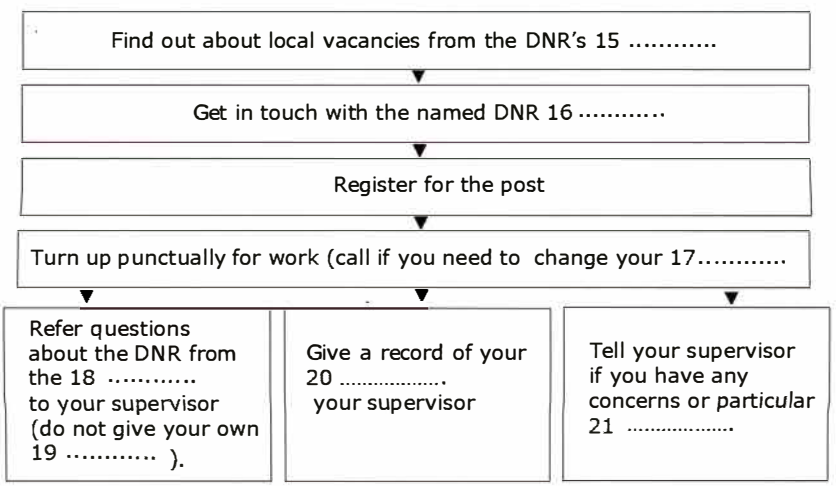
Keep a note of your hours. This is important for liability coverage, for reporting to the legislature, and for volunteer recognition. When the project is finished, turn in your records to your supervisor, who will pass them on to the programme manager.

Your supervisor will be happy to discuss any worries that you may have, as well as any special needs, and try to offer solutions that may help you perform your volunteer duties better.

***Questions 15-21***

*Complete the flow chart below.*
*Choose **ONE WORD ONLY** from the text for each answer.*

**Volunteering for the DNR**




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# Top tips on how to get further up the career ladder

Moving jobs is no longer quite as easy as it was just a couple of years ago, prompting many to look to develop their careers within existing companies until the recruitment outlook improves.

The following tips can help you take control of your career and make yourself more attractive to both your current and any future employer:

- Keep up with industry developments

Ensuring you are up-to-date with the latest trends in your industry through attending conferences can make you an invaluable employee, and change the way managers see you, says John Grange, an adviser at free business advice and support service *Business Link*.

In recent years, online networking, using corporate sites such as LinkedIn, has also given employees the ability to liaise with people doing similar work. It's a great way of keeping up-to-date with what people in similar jobs and industries are thinking about, and plenty of people are willing to help if you have a problem or want some advice.

But Leon Benjamin, author of the book Winning By Sharing, warns that the effectiveness of such sites in advancing your career varies considerably, depending on your industry sector 'For people who're working in digital media it's everything, but in the building trade it's almost pointless because of its low level of take up,' he says.

- Request suitable training

Ensuring you have access to training to improve your skills is essential to progressing both your career and earning potential. By getting the right skills, individuals can sometimes get salary increases, as well as making themselves more likely to gain promotion. Finding the right type of training, though, is vital. Apart from on-the- job training, there are self-help books that can be found in book shops or libraries, as well as formal courses. Individuals should decide what their genuine areas of weakness are, and then talk about them with their Staff Development coordinator to find out what kind of training might be best.

- Broaden your experience

Experiencing other parts of the business through temporary roles or job-shadowing can give you a more rounded view of the organisation and ensure you won't be pigeon-holed in one particular area.

Grange says, 'If you have an appreciation of what goes on within all departments you become much more valuable to the business, because you understand that if you take an action over here, there's a knock-on effect over there.'

Work with your manager

One of the key skills is dealing with your boss, and part of that is knowing what your boss is being judged by. They all have targets, from the chief executive and other more senior managers, so look at ways in which you can help them to deliver those while still helping yourself.

***Questions 22-27***

*Look at the top tips in the passage above. Complete the notes below.*

*Choose **NO MORE THAN TWO WORDS** from the text for each answer.*

Keep up with developments by:
- going to conferences
- **22** ....., using business websites (but not useful for employees in the **23** .....

Ask for training
- could result in a salary increase
- types of training — on-the-job, books or **24** .....
- identify weaknesses and discuss them with the person in charge of 25 ..... ..

Get more experience by:
- doing temporary work in other departments
- **26** .....

Work with the manager
- find out what their **27** ..... are and help them succeed

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## SECTION 3

***Questions 28-34***

*Write the correct number, i-ix.*
*The text above has SEVEN paragraphs, A-G.*
*Choose the correct heading, i-ix, from the list of headings below.*

| **List of Headings** | |
|---|---|
| **i** | A breeding partnership |
| **ii** | Danger from predators |
| **iii** | Geographic range |
| **iv** | Seasonal changes in diet |
| **v** | The regularity of first sightings |
| **vi** | A lack of accurate data |
| **vii** | Reversing the decline |
| **viii** | Rearing the young |
| **ix** | Physical features |

| | | |
|---|---|---|
| **28** | Paragraph | **A** |
| **29** | Paragraph | **B** |
| **30** | Paragraph | **C** |
| **31** | Paragraph | **D** |
| **32** | Paragraph | **E** |
| **33** | Paragraph | **F** |
| **34** | Paragraph | **G** |

# The Spotted Flycatcher

**A**

Despite its rather dull plumage and less than impressive vocal repertoire, the Spotted Flycatcher has always attracted a great deal of public attention in Britain. However, the bird is resident here for only a small part of the year. Although one of the last summer visitors to arrive, it begins to move south in late July, heading through western France and Iberia from August to October, and reaching North Africa in September. Recoveries of birds that have been ringed suggest that many winter in coastal West Africa, but others continue south to cross the Equator. Just how far south the birds winter is unclear; one juvenile ringed in Wales during August (which could have been on passage from a breeding area outside Britain) was recovered in South Africa the following March.

**B**

In the eighteenth century, Gilbert White, one of the first English naturalists to make careful observations of his surroundings and record these in a systematic way, commented that the annual return of 'his' Spotted Flycatchers occurred almost exactly to the day. An examination of his journals confirms this consistency in annual dates, with a concentration of sightings around 20 May each year. Records logged through a British Trust for Ornithology (BTO)-led project show that the pattern of arrival still delivers the bulk of Spotted Flycatchers to Britain in the second half of May, though average arrival dates may now be slightly earlier than they were during White's time.

**C**

Most Spotted Flycatcher nests are built against a vertical surface, such as a wall, but some may be positioned on a beam, and very occasionally, the species will make use of a hole. Although both sexes get involved in building the nest, it is the female who does most of the work. The nest itself is a fairly delicate structure, slightly built and containing moss, wool, hair and cobwebs. The female will deposit four or five eggs or, rarely, six, into this before she initiates incubation - a job that she undertakes almost entirely on her own. Bouts of incubation are broken by short periods of seven to ten minutes, when the female may leave the nest to feed. While she is away the male will appear, typically as if from nowhere, to watch the nest, very occasionally even settling on the eggs.

**D**

Once the eggs hatch, the female will continue to brood them until they are seven to ten days old; the young are blind and naked through today five. Both sexes will then provide food for the growing chicks, sometimes bringing them through to successful fledging, and avoiding the unwelcome attentions of nest predators like cats. Newly fledged young are fairly conspicuous; noisily, they continue to beg for food from their parents for at least another 10-12 days. The pair may then initiate another breeding attempt, sometimes in the same nest. There are records of young from the first brood attending and feeding young from the second brood, a behaviour that also occurs in a number of other bird species.

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**E**

Over the main period of egg production females take more calcium-rich prey (like small snails and woodlice). If a second batch of eggs is laid, the number of eggs is reduced to three or four, probably reflecting a reduction in the availability of insect prey later in the season. Research has shown that on cold days (or in the cool of early morning) the Spotted Flycatcher switches from taking larger, aerial insect prey to gleaning smaller prey from amongst foliage. These smaller prey are likely to be less nutritious, and a run of cooler days late in the breeding season may reduce the chances of the birds successfully rearing a second brood.

**F**

The Spotted Flycatcher lacks the more brightly marked plumage of many other birds, and the lack of easily recognisable features means it can be mistaken for another, equally drab species, such as the Dunnock, or even the female House Sparrow. Fortunately, the Spotted Flycatcher can also be identified from its behaviour. Spotted Flycatchers are seldom seen on the ground, but usually feed from a perch, making sallies after aerial insects. The flycatcher often adopts an upright posture when perching, making the bird appear rather sleek. Additionally, it is rare to see several Spotted

Flycatchers together unless they happen to be a family of two adults feeding newly-fledged young (the latter looking very different from their parents because of their strongly patterned plumage). One other feature is the audible snapping sound that the bill sometimes makes when the bird snatches an insect from the air.

**G**

Data from the BTO show an 86 percent downturn in the breeding population of Spotted Flycatchers over the period 1967-2006, a pattern seemingly repeated elsewhere in Europe, where numbers are estimated to have fallen by 59 percent since 1980. However, ongoing and planned work should help to reveal the underlying causes of this trend. In particular, the BTO has a project to analyse nest data already collected. Work will need to be carried out elsewhere as well, looking at the Spotted Flycatcher in its wintering grounds. Understanding the factors that drive Spotted Flycatcher numbers should stimulate conservation action and help to secure the future of this bird.

***Questions 35-38***

*Complete the summary below.*

*Choose **NO MORE THAN TWO WORDS** from the text for each answer.*

**Identifying the Spotted Flycatcher**

The Spotted Flycatcher can be hard to identify, as its singing is unremarkable, and its feathers are quite **35** ..... It can best be distinguished by its behaviour.
The Spotted Flycatcher usually waits for its prey on a **36** ..... It is normally seen alone, or as part of a **37**..... Finally, when it catches prey it often produces a **38** .....

***Questions 39 to 40.***

*Choose the correct letter, **A, B, C or D**.*

**39** What does the writer say about the seasonal movements of Spotted Flycatchers?
**A** They can be found in Britain throughout most of the year.
**B** Their time of arrival in Britain has changed considerably since the eighteenth century.
**C** Ringing them has only provided evidence of their routes within Europe.
**D** Some of them migrate between the northern and southern hemispheres

**40** The nests of Spotted Flycatchers
**A** have to be sturdily built.
**B** may be used for more than one brood.
**C** are normally constructed by the male.
**D** must hold up to ten eggs at a time.

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# ▶ TEST 3

**SECTION 1:**

***Questions 1-14***

*Read the text below, and answer questions 1-7.*

## GREAT BARRIER ISLAND TRANSPORT

Great Barrier Island is near the city of Auckland in New Zealand. It has only 850 permanent residents, but it is a popular tourist destination.

| **Ferries** | | | |
|---|---|---|---|
| To Great Barrier Island | | To Auckland | |
| Monday-Friday | Weekends & Public holidays | Monday-Friday | Weekends & Public holidays |
| First ferry: 0530 | | 0800 | 0900 |
| Ferries leave on the hour every hour throughout the day | | | |
| Last ferry: 1800 | 1800 | | |
| **Fares** | | One way | Return |
| Adult: | | $75 | $120 |
| Student/Pensioner: | | $50 | $80 |
| Child (5-15; young children travel free) | | $25 | $40 |
| Family (2 adults + 2 or more children): | | $180 | $300 |
| Pet (Dogs must be on a lead; cats are forbidden) | | $10 | $15 |
| **Booking** | | | |
| By phone: 846 1305 | 'In person: Tickets may be purchased at Wharf 4. | | |
| | | | |
| **Other information** | | | |
| There is a restaurant on board.<br>The journey lasts 2 1/2 hours in calm seas.<br>Ferries do not operate in thick fog, severe storms, or on Christmas Day. | | | |
| Car hire on Great Barrier Island<br>*Rates are for sedans; four-wheel drives are an additional $30 per day.* | | | |
| Half day (1-4 hours) | 1-4 days | 4 days + | |
| $40 | $70 | $65 a day | |
| **Bicycle hire**<br>*Rates are for mountain bikes.* | | | |
| Half day (1-4 hours) | 1-4 days | 4 days + | |
| $20 | $35 | $30 | |

***Questions 1-7***

*Answer the questions below.*

*Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer*

*Write your answers in boxes 1-7 on your answer sheet.*

**1** How many people live on Great Barrier Island?

**2** When does the first ferry leave Great Barrier Island for Auckland on a weekday?

**3** How much does a return ticket to Great Barrier cost for a family?

**4** Which animals are not allowed on Great Barrier?

**5** How long does a normal ferry trip to Great Barrier take?

**6** What is one reason, connected to weather, that ferries do not run?

**7** How much does it cost to hire a 4-wheel drive for one day on Great Barrier?

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# DISCOVERING GREAT BARRIER ISLAND

*Read the text below, and answer questions 8-14.* What can tourists do on Great Barrier Island?

| **Walking** | **Mountain Biking** |
|---|---|
| There are ten walking tracks that go through native forest or around beaches. Hiking times and degree of difficulty vary from 30 minutes and very easy to five hours and quite demanding. Views are stunning. | Recent track development by the Department of Conservation makes biking exciting on Great Barrier. It is New Zealand law to wear a helmet when riding. Watch out for walkers as they share tracks. |
| **Surfing and Swimming** | **Kayaking and Diving** |
| There are several famous surf beaches with big waves. Inland, there are hot springs. Bring plenty of sunscreen because the UV rays are extremely dangerous. Burn times in mid-summer are as low as ten minutes, and you still burn in the water. | There are two hire companies operating on Great Barrier for all the gear you need. Kayaking is done on the sheltered western side of the island. Snorkeling and scuba diving are popular everywhere. The wreck of the Wiltshire, off the south coast, provides extra interest. |
| **Fishing and a Seafood Festival** | **Learning About Local History** |
| Eating seafood is a must. Indulge in fish caught by locals, or try your luck at some popular fishing spots. January sees the Mussel Festival. Shellfish is cooked up in every way imaginable, accompanied by musical performances. | The hardwood forests on Great Barrier Island were exploited for over 100 years by loggers. Walking around, you will see ruins from this industry. Most trees are protected these days. There are some old wooden houses from the 19th century that make for excellent photographs. |

***Questions 8-14:*** Write the correct letter in boxes 8-14 on your answer sheet

**8** Walks along easy tracks on Great Barrier take about
- **A** 15 minutes
- **B** half an hour
- **C** 45 minutes
- **D** one hour

**9** The views on Great Barrier are
- **A** extraordinary
- **B** pleasant
- **C** famous
- **D** passable

**10** Walkers and bikers
- **A** take great photos
- **B** have to wear helmets
- **C** use some of the same tracks
- **D** use different tracks

**11** One disadvantage of swimming in New Zealand is
- **A** sharks.
- **B** dangerous waves
- **C** dangerous sun
- **D** cold water

**12** It is better to kayak on the ..... of the island.
- **A** northern
- **B** southern
- **C** eastern
- **D** western

**13** The Mussel Festival takes place each year in
- **A** January
- **B** February
- **C** March
- **D** April

**14** In the past, Great Barrier was noted for
- **A** tourism
- **B** photography
- **C** fishing
- **D** logging

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**SECTION 2**: ***Questions 15-27:*** *Read the information below, and answer questions 15-21*

**A : Building Trades**
(Including: Bricklaying, Building, Carpentry, Fire Protection, Floor & Wall Tiling, and Plumbing)
Building:
Part-time: 12 hours per week –Duration: 2 years
This course is for people wanting to acquire building skills for the residential construction industry.
You will study the social, environmental, and legal aspects of residential construction projects. Special focus will be on: quantities of materials, site safety, and computing.
This course, along with Carpentry and Bricklaying, will give you the technical qualifications for a Builder's Licence.

**B: Child Studies**
(Including: Children's Services, Early Childhood Education & Care, and a Traineeship)
Diploma of Early Childhood Education & Care:
Part-time: 21 hours per week (3 days) - Duration: 18 months
This course is for people wanting to become qualified childcare workers in day care centres.
You will develop the skills, knowledge, and attitudes relevant to meet the intellectual, physical, and emotional needs of children in day care. Special focus will be on: occupational health and safety, ethical work practices, and legal issues.
On completion of this diploma, graduates may apply for advanced standing at universities that offer Early Childhood courses.
Note: A police check will be carried out before applications are accepted. A criminal record involving violence or abuse seriously affects career prospects

**C: Real Estate**
(Including: Agency Management, Marketing, and Property Services)
Property Services:
Full time: 35 hours per week - Duration: 4 months
This certificate, which is recognised nationally, provides learners with the skills and knowledge needed to market, sell, lease, and manage property within an agency.
It is a pre-requisite for the diploma.

**D: Screen & Digital Media**
(Including: Film & TV Production, Interactive Digital Media, & Network Administration)
Film & TV Production:
Part-time: 21 hours per week (3 days)
Duration: 4 months
This certificate, a pre-requisite for the Diploma of Screen & Digital Media, introduces learners to the film and television industry.
You will learn how to write a script, plan and produce a short pre-recorded programme segment, and work effectively as a production crewmember.

**E: Outreach**
A variety of courses chosen by learners from all Certificate I-II courses on offer at the college, as well as compulsory: Introductory Computing, First Aid, and English Language.
Flexible delivery options.
Outreach aims to remove barriers for people wanting to return to education. These barriers could be: income level, English-language ability, little previous education, geographic isolation, disability, or family commitments.

***Questions 15-21***
The text above has five sections: A-E. *Which section, A-E, has the following information?*
*Write the correct letter, **A-E**, in boxes 15-21 on your answer sheet.*

This course:

**15** is fulltime.
**16** lasts the longest.
**17** takes the fewest hours to complete.
**18** leads to a licence.
**19** helps people who are disadvantaged.
**20** is related to the entertainment industry.
**21** once completed, can go towards a university course.

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***Questions 22-27:*** *The passage below has seven paragraphs:* ***A-G****.*
*Choose the correct heading for paragraphs* ***B-G*** *from the list of headings below.*
*Write the correct number; i-ix, in boxes 22-27 on your answer sheet.*

**List of Headings**

| | |
|---|---|
| **i** | Older students sometimes resent the young |
| **ii** | Worth the effort |
| **iii** | More mature-aged students in developed countries |
| **iv** | High academic achievement |
| **v** | The dangers of unfinished studies |
| **vi** | Why they exist |
| **vii** | Oldies find friendship harder at university |
| **viii** | Problems at home |
| **ix** | Mature-aged students are great organisers |

| *Example* | *Answer* |
|---|---|
| Paragraph **A** | **iii** |

## MATURE-AGED STUDENTS

**A** Only a generation ago, there were few tertiary students who had begun their studies when they were over the age of 21. It was virtually unheard of for people to start courses in their forties or fifties. These days, in all developed countries, not only are there large numbers of online learners who are mature-aged, but, on campus, mums and dads with their laptops and library books are also making an appearance. In some countries, China for example, university study still remains the preserve of the young. Population pressure means that providing education for those aged 18-24 is difficult enough. Only English—language and IT opportunities exist at private colleges for older people.

**B** There are four main reasons for this rise in mature-aged students. Firstly, universities have changed entry requirements as more courses have become fee-paying. If students can afford to pay, and meet the academic level, then it doesn't matter how old they are. Secondly, the concept of a job for life is a thing of the past. Many people now have several careers. Life expectancy has reached 80 in at least 20 countries; retirement ages have risen accordingly. Therefore, retraining for longer working lives is essential. Lastly, there has been a general expansion of the education sector as the workforce needs to be better trained for a more competitive knowledge- based world.

**C** Clearly there are advantages to undertaking study later in life. There is the increased likelihood of a higher salary after study, and enhanced self-esteem. But what are some of the difficulties mature-aged students face? The most glaring one is the visual fact that they're not as attractive or energetic as all those young things lounging on quadrangle lawns. It's unlikely that they will socialise with people the same age as their sons or daughters, and that could make university life rather lonely. Befriending other mature-aged students is a possibility, but perhaps they also seem too old.

**D** In lectures and tutorials, older learners may get tired more quickly, but research has proven they focus on their studies. They work harder, and generally perform better than younger students. Their life experiences and analytical powers are good study aids. When there are group assignments, older students may become annoyed, feeling they do all of the work while the youngsters are out partying or working at part—time jobs. Furthermore, younger students often feel the pressure of their peers more acutely. They may be scared to participate in tutorials, worried what those their own age think of them. This means older students contribute more to discussion. While tutors are certainly grateful for their efforts, the mature-aged students themselves may occasionally wish they are not in the spotlight so often.

**E** For most mature-aged students, juggling work, family, and other commitments is a tricky business. Their organisational skills are admirable. However, their children, partners, or workmates may resent the absence or distraction of the older student. The student may win a qualification, but he or she may have to fight other battles on the home front.

**F** Then there are the greatly discouraged mature-aged drop-outs. These people already feel they failed at the end of their schooling by not going on to university, and being unable to complete their studies a second time can cause considerable anxiety. Fortunately, statistics show there are not very many of these people. Completion rates for undergraduate and post-graduate courses, for mature-aged students, are high.

**G** It takes courage, determination, personal and financial sacrifice to complete studies at university. Despite these difficulties, large numbers of mature-aged men and women all over the world are succeeding.

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**SECTION 3:** *Read the text below and answer questions 28-40.*

## THE HUMBLE BANANA

As the world's most eaten fruit, it is hard to believe that the banana has only become widely available in the last one hundred years. Nor can most people imagine a world without bananas. However, disease is threatening the existence of popular varieties, and while the banana itself is unlikely to die out, what consumers call a banana could change dramatically since new disease- resistant strains may differ in taste, texture, size, and colour from fruit currently on offer.

**History:** A native of tropical South and Southeast Asia, it is thought bananas were first cultivated in today's Papua New Guinea around 10,000 years ago. Spreading to Madagascar, Africa, and then the Islamic world, bananas reached Europe in the 15th century. The word 'banana' entered English via Portuguese from Wolof — a West African language. Only in 1872 did the French writer, Jules Verne, describe bananas to his readers in some detail as they were so exotic, and it was another 30 years before plantation-grown produce from Central America would flood the global market.

**Botanical data:** Most modern edible bananas come from the wild species *Musa acuminata*, *Musa balbisiana*, or their hybrids. Two common varieties today are the larger more curved Cavendish and the smaller straighter Lady Finger both of which turn yellow when ripe. Bananas are herbs, not trees, although they can reach more than seven *metres* (24 ft). Their stem, not trunk, is a soft fibrous shoot from an underground corm, or bulb. After fruiting, the whole stem dies, and the plant regenerates from the corm, one of which may last 25 years. Normally, each banana stem produces one very large purple heart inside of which the fruit develops from female flowers, and hangs in a cluster weighing 30-50 kilograms (66-l 10 lb) and containing hundreds of bananas.
Domesticated bananas no longer have seeds, so their propagation must occur through the removal and transplantation of part of the corm, or through tissue culture in a laboratory, the latter being a complicated procedure that can lead to plant contamination.

**Uses and benefits:** As bananas grow all year round, they have become a vital crop. They are easy to eat (just peel) and easy to transport (no packaging needed).
Banana fruit, skin, heart, and stem are all edible, and alcohol can also be made from the plant. The world's greatest banana-eaters are in East Africa, where the average Ugandan devours 150 kilograms (330.6 lb) a year, and receives 30% of calories this way. This habit is healthy since a single 100-gram (3.5 oz) banana contains 371 kilojoules (89 kcal) of energy, and protein represents 1.09% of its weight — 25 times more than that of an apple.
In daily requirements for an adult, one banana provides: 2% of Vitamin B1 , 5% of B2, 4% of B3, 7% of B5, 28% of B6, 5% of B9; 15% of Vitamin C; 1% of calcium; 2% of iron; 7% of magnesium; 3% of phosphorous; 8% of potassium; and, 1% of zinc.
A further health benefit is a lower risk of breast, bowel, or liver cancer, and some psychiatrists recommend bananas as they increase dopamine levels in the brain, thus improving mood.

Aside from food and drink, bananas have other uses. Their large flexible leaves become recyclable plates or food containers in Asia. Traditionally, the Japanese boiled banana shoots in lye until their fibres softened and separated. Fine cloth was woven from this fibre. Paper is made from banana stems, and more recently, skins have been employed to clean up polluted rivers as their absorption of heavy metals is high.

In several religions, bananas feature prominently. Tamils believe the banana is one of three holy fruits. Buddhists often decorate trays with bananas to offer to the Buddha. Moslems eat copious quantities during the holy month of Ramadan during which time global trade in the fruit spikes.

**Threats to bananas:** Between 1820 and 1950, a banana called the Gros Michel was the most common commercial variety. Suddenly, this was attacked by a fungus called Panama disease, and worldwide, the Gros Michel was almost wiped out. Its commercial replacement, the Cavendish, considered less delicious by gourmands, may now suffer the same fate as its predecessor. All Cavendish bananas are genetically identical, making them susceptible to disease. While the original Panama disease was controlled, it mutated into Tropical Race 4 (TR4), which has destroyed banana crops in Southeast Asia, and for which there is no known defence except genetic modification.

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Black Sigatoka is another deadly disease. In Uganda — once a world-leader in banana production — it reduced crops by 40% in the 1970s. The treatment for Black Sigatoka is as controversial as it is expensive ($1000 per hectare per annum) since chemical spray contaminates soil and water supplies. Banana cultivars resistant to Black Sigatoka do exist, but none has been accepted by major supermarket buyers because their taste and texture differ greatly from bananas that shoppers are used to.

In 2010, East Africa was hit by another plague — Banana Xanthomonas wilt. The Ugandan economy lost more than $500 million due to this, and thousands of small farmers abandoned bananas as a crop, leading to widespread financial hardship and a far poorer diet.

Scientists, however, have not given up hope, and the National Banana Research Programme in Uganda has been adding a sweet pepper gene, disease—resistant in a number of vegetables, to bananas. Yet genetically modified crops remain banned in Uganda, and other scientists believe identifying and domesticating disease-free wild bananas rather than adopting expensive and largely unproven gene technology would be more prudent.

Human civilization has a long and critical relationship with bananas. If this is to continue, it may be time to reconsider what a banana is. The supermarkets may no longer be stocked with big sweet yellow cultivars but with tiny purple, pink, red, or green—and-white striped ones that currently exist in the depths of the forest and will not be cheap to domesticate.

***Questions 28-33:*** *Choose* ***ONE WORD/ A NUMBER*** *from the passage for each answer:*

*Write your answers in boxes 28-33 on your answer sheet.*

**28** Only since the turn of the 20th century have bananas become readily .....
**29** Farmers in what is now Papua New Guinea first started growing bananas about ..... years ago.
**30** Banana plants do not have a trunk but a(n) .....
**31** An adult can receive .....% of his or her daily vitamin C requirements from an average banana.
**32** The Japanese used to make .....from banana fibre
**33** During the Muslim holy month of Ramadan, international in bananas increases dramatically.

***Questions 34-39:*** *Complete each sentence with the correct ending, A-I, below*
*Write the correct letter; A-I, in boxes 34-39 on your answer sheet*

**34** The popular banana, the Gros Michel, was
**35** Since Cavendish bananas lack genetic diversity,
**36** Scientists and farmers fought Panama disease, but it was not eradicated Instead it
**37** Large numbers of Ugandan farmers
**38** Vegetables with additional sweet pepper genes
**39** Food security worldwide is partly dependent on

| | | |
|---|---|---|
| **A** are no longer growing bananas. | **D** are keen to try GM banana strains | **G** a continuous supply of bananas. |
| **B** there are enough bananas. | **E** almost made extinct by a fungus. | **H** became Black Sigatoka disease. |
| **C** they may also be destroyed by disease. | **F** have successfully withstood disease. | **I** transformed itself into TR4 |

***Question 40:*** *Choose* ***TWO*** *of the following letters: A, B, C, D, or E.*
Write the correct letters in box 40 on your answer sheet.

Which *TWO* of the following does the writer believe about bananas on sale in supermarkets of the future?

**A** They will not come from Africa.
**B** They will be multicoloured.
**C** They will taste better.
**D** They will be less expensive.
**E** They will be a variety of banana that is wild now

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# ▶ TEST 4

## SECTION 1

*You are advised to spend 20 minutes on Questions 1-13.*

### *Questions 1-7:*

*Read the notice below. Complete the sentences below using NO MORE THAN THREE WORDS for each answer. Write your answers in boxes 1 -7 on your Answer Sheet.*

To all tenants of Parkside Towers:
Please be advised of the building painting schedule.

**Dec. 1-4:**
Main foyer. Please don't use the main entrance at this time. Use the parking garage entrance to access the building.

**Dec. 5-8:**
Garage stairway and elevator. Please stay away from these areas at this time. If you park in the garage, you will have to walk outside to the front of the building to gain access through the main entrance.

**Dec. 9-13:**
East stairway and elevators. If your apartment is in the East Wing, please use the West Wing elevators or stairway at this time.

**Dec. 14-21**:
West and north stairways and elevators. If your apartment is in these areas of the building, please use the east stairway or elevator at this time.

**Dec. 22-27:**
Parking garage. The garage will not be available to tenants at this time.
In order to avoid illegal on-street parking, spaces in the parking lot across the street will be made available to all tenants.

We are sorry for the inconvenience. If you have any questions or complaints, please contact the building manager.

If you would like to schedule painting for your apartment, please fill out a painting request form, available in the main lobby.

It's December the 3rd. The **1** ..... is being painted.

It's December 7th. You can enter the building through the **2** .....

It's December 12th. You can reach a tenth floor apartment in the East Wing by the **3** .....or stairs.

On December 15th, you can reach a sixth-floor apartment in the North Wing by the **4** ..... or stairs.

On December 24th, you can park your car **5** .....

If you are unhappy about the painting schedule, you can talk with the .....

If you want to have your apartment painted, you should look for a **7** .....in the lobby.

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***Questions 8-13***

*Read the bill from the electric company and answer the questions.*

*Write **NO MORE THAN THREE WORDS** for each answer.*

*Write your answers in boxes 8-13 on your Answer Sheet.*

## ENVIROELECTRIC COMPANY

Date: 2 August
Customer name:
Oswald Robertson
15A Peacock Lane
Mayfield

| | | |
|---|---|---|
| For: 1 July—31 July—Total charges: | | £ 35 |
| | Previous bill: | £ 29 |
| | Payment: | - £ 29 |
| | Total due: | £ 35 |

We must receive your payment in full by 21 August or a late fee of £2.50 will be assessed. Please make out your check to EnviroElectric Company and mail it to:

EnviroElectric Company
PO Box 30682
East Bradfield

Or, pay by credit card:

Number: ..... Expiration date: .....

Signature: .....

Cash payments may be made by visiting any branch of the Bradfield Bank.

Account questions? Call (01 223) 385-9387

For repair service, call (01 223) 385-9856

**8** How much did Mr. Robertson pay on his electric bill in June?

**9** When is his July bill due?

**10** What is the total amount Mr.Robertson will owe if he makes a late payment on his July bill?

**11** Where is the EnviroElectric Company located?

**12** If Mr Robertson wants to pay cash, what should he do?

**13** If Mr Robinson thinks the company has charged him too much, what should he do?

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## SECTION 2

*You are advised to spend 20 minutes on Questions 14-27.*

***QUESTION 14-20:*** Read the information about repetitive stress injury.

Repetitive Stress Injury (RSI) is the irritation of muscles, nerves, or tendons resulting from repetitive motions. In other words, it is an injury that comes from making the same movements again and again. It is a particular problem in the modern office, where workers spend hours a day in front of computers. In fact, the most commonly reported RSIs are related to computer use. In the past, office tasks were more varied. People had to stand up to go to the copy machine or filing cabinet. Now, almost everything is done on computers and as a result, people spend hours a day sitting in the same position and repeating the same motions.

Fatigue, numbness, and pain in the hands, arms, neck, or shoulders are signs of RSI. These symptoms arise during an activity which involves repetitive motion and often cease when the activity stops. If left untreated, however, the discomfort starts lasting longer and becomes more intense. The pain can eventually become so severe as to cause long-lasting damage.

Some common causes of RSI in an office setting are poorly designed keyboards and chairs, spending long hours in the same position, and the use of a computer mouse. Computer keyboards force the user to continually hold the hands with the palms down. This is an unnatural position and causes strain on the hands, fingers, and wrists. Desk chairs often do not support the user's posture, but instead encourage slumping, which results in poor circulation. Holding a computer mouse causes strain on the hand muscles. In addition, using a mouse requires the repetitive motion of one finger.

RSI can be a serious problem if ignored. Fortunately, it isn't difficult to prevent. The best form of prevention is to take frequent breaks from work. A minimum of five minutes every hour is recommended. This will give your hands, wrists, and back a chance to change position and rest. If you spend hours typing, a wrist rest from your computer keyboard will help protect your wrists from strain. You can also protect your wrists by holding your palms parallel to the keyboard and keeping your forearms in a horizontal position. You can support your posture by adding armrests to your chair. This will actually aid in supporting your back and help you maintain a good posture.

*Complete the sentences below about the reading passage.*

*Choose your answers from the box below, and write them in boxes 14-20 on your Answer Sheet.*

*There are more choices than sentences so you will not use them all.*

| | |
|---|---|
| **A** | supports the back |
| **B** | isn't difficult to prevent |
| **C** | using a computer mouse |
| **D** | protects the wrists |
| **E** | is never recommended |
| **F** | works on a computer |
| **G** | typing for long hours |
| **H** | uses a filing cabinet |
| **I** | taking a break |
| **J** | becomes serious and permanent |
| **K** | is not natural |

In the past, people moved around the office a lot, but now the average office employee **14** ..... all day.

When RSI is not treated, the pain **15** .....

Computer keyboards cause users to hold their hands in a position that **16** .....

**17** ..... causes repeated stress on one finger.

**18** ..... often can help prevent serious problems

Holding your hands and arms in the proper position **19** .....

Using armrests on your chair **20** .....

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***Questions 21 -27***

Read the information about company policy

**Comet Corporation**

Vacation and Sick Leave Policy
To all employees: Please read the following information carefully. If you have any questions, contact the Human Resources Department.

**Vacation/ Personal Leave**

Employees may use their vacation days when they choose, with the permission of their supervisor. To apply for permission, Form 101A must be completed and submitted at least three weeks ahead of time. Forms are available in the Human Resources Department.

**Sick Days**

Sick days are to be used in the case of illness or for doctor's appointments only. They may not be used as extra vacation days. Permission is not required to use these days, but department heads should be notified as soon as possible about unexpected absences due to illness. Supervisors should also be informed in a timely manner when employees need to be absent to attend doctor's appointments. Supervisors may request written confirmation of appointments from the doctor's office if they desire.

**Rolling Over Vacation Days**

Any vacation days that are not used up by the end of the calendar year will not be lost. Instead, they may be rolled over and added to the vacation days for the following year. This policy does not apply to sick days.

*Do the following statements agree with the information in the reading passage?*

*In boxes 21-27 on your Answer Sheet, write*

***TRUE*** *if the statement is true according to the passage.*
***FALSE*** *if the statement contradicts the passage.*
***NOT GIVEN*** *if there is no information about this in the passage.*

**21** Employees must get permission from the Human Resources Department to use vacation days.

**22** All employees at the Comet Corporation get three weeks of vacation a year.

**23** Employees may use some of their sick days in order to take a longer vacation

**24** An employee does not need to ask for permission before using a sick day.

**25** Employees must have confirmation from a doctor in order to use a sick day.

**26** An employee may use fewer vacation days one year in order to have more the next year.

**27** Sick days that are not used before the end of the year may be used the following year.

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**SECTION 3**

*You should spend 20 minutes on Questions 28-40, which are based on the reading passage below.*

## Stonehenge

Approximately two miles west of Amesbury, Wiltshire, in southern England stands Stonehenge, one of the world's most famous megalithic monuments. The remains of Stonehenge consist of a series of stone structures arranged in layers of circular and horseshoe-like patterns. Theories and myths concerning this mysterious monument have flourished for thousands of years. The Danes, Egyptians, and Druids are just a few of the groups who have been credited with building Stonehenge. Some people have even made attempts to prove that aliens erected Stonehenge. Early historians believed that the monument was constructed as a memorial to nobles killed in combat, while other later theorists described Stonehenge as a place for sacrificial ceremonies. Regardless of who built the monument and why, all of the legends surrounding these megaliths are based on speculation. With the exception of archeological evidence, very little of what we understand about Stonehenge today can actually be called fact.

Stonehenge was constructed in three phases during the Neolithic and Bronze Age periods. Stonehenge period 1, also commonly referred to as Phase 1, is believed to have occurred sometime around 3000 B.C., during the middle Neolithic period. In this first step of the construction, picks made of deer antlers were used to dig a series of 56 pits. These pits were later named 'Aubrey Holes' after an English scholar. Outside of the holes was dug a large circular henge (a ditch with an earthen wall). During this phase, a break, or entranceway was also dug on the northeast corner of the henge. Archeologists' today refer to this break as the Avenue. Two stones were set in the Avenue. The "Slaughter Stone" was placed "just inside the circle, while the "Heel Stone" was placed 27 meters down the Avenue. The Heel Stone weighs about 35 tons and is made of natural sandstone, believed to have originated from Marlborough Downs, an area 20 miles north of the monument. The 35-foot-wide Avenue is set so that, from the center of Stonehenge, a person would be able to see the sunrise to the left of the heel stone. Just inside the henge, four other "Station Stones" were placed in a rectangular formation.

There is great debate over how long the first phase of Stonehenge was used and when the original alterations were made; however, the second phase is generally placed between 2900 B.C. and 2400 B.C. and accredited to the Beaker people. It is thought that many wooden posts were added to the monument during this phase. One of the problems archeologists have had with Phase 2 is that unlike stone or holes in the earth, wood does not hold up over thousands of years. The numerous stake holes in the earth tell the story of where these posts were positioned. Besides the ones in the center of the henge, six rows of posts were placed near the entrance. These may have been used to mark astronomical measurements, or to guide people to the center. The original Aubrey holes were filled in either with earth or cremation remains. Many archeologists believed that the Beaker people were sun worshipers, and that they may have purposely changed the main axis of the monument and widened the entrance during this phase in order to show their appreciation for the sun.

The final phase of Stonehenge is usually described in terms of three sub- phases, each one involving a setting of large stones. The first stones that arrived were bluestones, brought all the way from the Preseli Hills in Pembrokeshire, Wales. A horseshoe of paired bluestones was placed in the center of the henge, with a tall Altar Stone marking the end of the formation. In the next subphase, a 30-meter ring of sandstones called the Sarsen Circle was built around the bluestones. Only 17 of the original 30 stones remain. These sarasen stones were connected with lintel blocks, each precisely carved in order to fit end-to-end and form perfectly with the stone circle. Approximately 60 more bluestones were then added inside the original horseshoe.

How these enormous stones were transported and raised in Phase 3 remains a mystery. The fact that these monoliths were built before the wheel means an incredible amount of manual labor was used. It is believed that a pulley system using rollers still would have required at least one hundred men to operate. Raising the lintels and fitting them into one another would have been another major struggle without the use of machines. Stonehenge. remains one of the world's greatest mysteries and one of England's most" important icons.

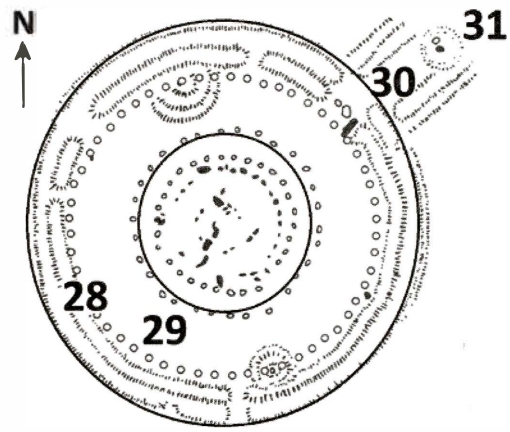
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***Questions 28-31***

*Complete the labels on the diagram of Stonehenge below.*

*Choose your answers from the box below, and write them in boxes 28-31 on your Answer Sheet. There are more words than spaces, so you will not use them all.*

| |
|---|
| *Aubrey Holes* |
| *Heel Stone* |
| *Marlborough Downs* |
| *Avenue* |
| *Henge* |
| *Station Stones* |




**Stonehenge Phase 1**

***Questions 32-40***

*Stonehenge was built in three phases. During which phase did the following things occur? In boxes 32-40 on your Answer Sheet, write*

| | |
|---|---|
| ***A*** | *if it occurred during Phase 1* |
| ***B*** | *if it occurred during Phase 2* |
| ***C*** | *if it occurred during Phase 3* |

**32** The entrance was made wider.

**33** The Slaughter Stone was erected.

**34** Stones were placed in a horseshoe formation.

**35** Wooden posts were set near the entrance.

**36** Deer antlers were used to dig holes.

**37** Bluestones were brought from a distant location.

**38** A ring of sandstones was constructed.

**39** Holes were filled with dirt.

**40** The Altar Stone was erected

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# ▶ TEST 5

## SECTION 1

*You are advised to spend 20 minutes on Questions 1-14.*

## Finding student accommodation

*On campus or off, the right des-res in your first year needs to be chosen with extra care. Fred Redwood reports.*

It can be a difficult task trying to find suitable accommodation if you're going to university far from home but don't be tempted to make a quick decision. Dr Susan Goddard, the accommodation officer at the University of Reading says: "If you take accommodation in an expensive area or if you move into a flat I where you have nothing in common with the other people, you might find you want to move again after a few months. So choose carefully."

How should you go about finding good accommodation? If places in halls of residence are available then it's probably wise to take up one of them. The number of rooms available varies. Reading, which has average provision, gives 48 per cent of students and nearly all first-years the chance of living in hall. A single room with three meals a day should cost about £5,400 for the academic year. It may seem costly, but you will also have an early opportunity to meet other students. However, if you go through clearing all places in hall may be taken, in which case your first stop should be the accommodation officer.

Dr Goddard says: 'Don't give up hope of a room in hall if there isn't one immediately available. Consider living with a host family for a time so you can move quickly if a place becomes free. It will be more difficult to leave a shared flat, where you have to sign a contract and pay a few months' rent in advance.'
Another main concern should be convenience. Student accommodation is rarely located in the most central parts of university towns and cities. But you don't want to travel for an hour every day on the bus to get to class.

Ask the accommodation officer which areas are popular with Students. and which are the best value for money. It is also a good idea to visit an area at different times of day and in the evening. Is it noisy or quiet? Are there regular buses? Are there good facilities nearby such as shops, a park, or a sports centre?

Think also about your own ability to make noise. You are likely to have parties and, probably. your music collection doesn't contain much in the way of piano sonatas. Find out if the people on the next floor seem likely to appreciate your taste in music and don't live next to an old people's home where people like their peace and quiet.

***Questions 1-7***

*Do the following statements agree with the information given in the text?*
*In boxes 1-7 on your answer sheet, write*

| | |
|---|---|
| ***TRUE*** | *if the statement agrees with the information* |
| ***FALSE*** | *if the statement contradicts the information* |
| ***NOT GIVEN*** | *if there is no information on this* |

**1** It is best to take your time to find the right place to live.
**2** Universities tend to give first year students priority to rent halls of residence.
**3** Halls of residence are fairly cheap.
**4** Rental contracts for shared accommodation are usually flexible.
**5** Student accommodation is often found close to the university.
**6** It is a good idea to visit an area you are considering living in to find out more about it.
**7** Students should avoid living near noisy neighbours.

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# The best summer festivals

*Knowing which summer festival to go to and what to do can be a minefield. Read our festival guide and choose one that suits your taste. Natalie Paris reports.*

## A Wilderness Festival

The main reason to go this festival is to have fun with friends in a beautiful country setting, with music coming a definite second. In the evening there's entertainment ranging from theatre to hug feasts served at long tables. In the daytime, market stalls sell everything from jewellery to record players and even camel rides.

## B Larmer Tree

This summer, organisers are selling seven- day passes that allow holders to arrive early at a dedicated, comfortable campsite and spend a couple of days before the festival exploring the local countryside. Child-friendly, with coastal walks and numerous beaches nearby, for families wanting to take an extended break it could be just the ticket.

## C Kendal Calling

Looking at one of the season's most interesting line-ups of bands, any parents of certain age will recognise the music they loved from the eighties. Set in a deer park in one of Britain most picturesque regions, Kendal's independent, mid-sized festival wins lots of praise and bigger crowds each summer. Away from the main stage, coffee is served, poetry read and live gigs played to small groups.

## D Latitude

With a lakeside surrounded by eye-catching art, a reading area, outdoor theatre and a loud disco in the woods, Latitude really does have something for everyone. The average festival-goers are late teens celebrating exam results or artsy older folk with young families, but who needs trendy people when the atmosphere is this good?

## E Great Escape

Each year some Europe's shiniest new bands set sail for the beaches of Brighton with the intention of gaining new fans. These international acts make the Great Escape unique in the UK and a great place to discover fresh sounds at many of the 30 urban venues around the town.

## F BoomTown Fair

BoomTown is less of a festival and more of a weird and wonderful, temporary world, made up of lantern-lit streets leading to different cultural zones. There's a Latin quarter, an American city downtown area, a Chinatown and even an English town hall. One district is accessed via a ski lift and each area boasts great restaurants, bars and discos for late night partygoers.

***Questions 8-14***

*Look at the festival reviews, A-F.*
*For which festival are the following statements true?*
*Write the correct letter, A-F, in boxes 8-14 on your answer sheet*
*NB You may use any letter more than once.*

**8** It gets more popular every year.
**9** It is famous for its internationally themed areas.
**10** It is a good place to have a longer holiday.
**11** It is popular with many different types of people.
**12** Its music is of less importance than other festivals.
**13** It is a good place to discover new artists from abroad.
**14** It is held in a beautiful area of the UK.

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**SECTION 2**

*You are advised to spend 20 minutes on Questions 15-27*

## CGLLEGE CENTRES

The College has five main Centres

### A Grahame Park Centre

Our Grahame Park Centre offers some of the best training opportunities in North London. lt has industry-standard facilities, including hairdressing salons, a construction area, kitchens and a fully functioning training restaurant. The latest addition is a professional media make-up studio with its own photographic area. Our Grahame Park Centre also has superb sports facilities including a 20-metre pool and cardiovascular suite. Naturally, like all our Centres, Grahame Park offers state-of- the-art IT suites all running the latest software. It is also home to the Business Training 81 Advisory Services (BTAS).

### B Montagu Road Centre

With its welcoming, community atmosphere, Montagu Road is a perfect setting for many of the College's international students. Situated in a leafy, residential area, the Centre is close to tube and mainline stations as well as local shops and eateries.

### C North London Business Park Centre

The North London Business Park Centre offers a wide-ranging selection of courses, including much of the College's Business St Management Health & Social Care provision. The Centre has domestic facilities and a horticultural centre for students with special needs. It also houses a working travel agency staffed by Travel & Tourism students. The Centre is served by regular bus routes and has plenty of car parking space.

### D Stanhope Road Centre

This small and friendly Centre offers ESOL (English for Speakers of Other Languages), Art & Craft and Adult Basic Skills courses. lt is just a short step from busy shopping streets and close to many public transport links.

### E Wood Street Centre

Close to all local amenities and with excellent public transport links, this Centre offers courses in varying subjects, and is home to our renowned Art & Design programmes. Facilities at Wood Street include a professional multimedia suite and excellent dance and drama studios. Students have the opportunity to take advantage of the College's extensive IT facilities in the Centre's Belling Suite, a purpose-built unit housing some 50 top-of-the-range PCs. One of the earliest examples of learning in the area can be found at this Centre with the historic Tudor Hall, which was originally opened as a school by Queen Elizabeth 1 in the 16th century.

***Questions 15-21***

*Read the information about a college's different centres **A—E** on the following page.*
*Write the letters of the appropriate centres in boxes 15-21 on your answer sheet.*
***NB** You may use any letter more than once.*

Which centre

**15** is recommended as a good place for students from abroad?
**16** is where courses related to subjects such as nursing are held?
**17** is very near to an area where lots of people go shopping?
**18** has a new facility for people aiming to work in TV or films?
**19** is said to be in a pleasant and attractive area?
**20** contains a part that formerly had a different use?
**21** has a named area that was specially created to contain certain equipment?

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# FACILITIES, ACTIVITIES & SPORT

## It's not all work, work, work!

We want you to enjoy your time here as well as succeed in your studies. All College Centres have pleasant atmospheres and, when you're not in class, there are plenty of ways to fill your time.

## Learning centres

The state-of-the-art learning centres at all our College Centres are carefully designed to optimise self-directed study in a supportive learning environment. There are plenty of networked PCs to work at, with internet access, and a range of other computerised and paper-based resources. Our staff are always on hand to help.

## Student Union

The College has an active Student Union, which organises and helps to fund a wide range of activities, represents student opinion to the College management and offers support and advice to its members. Contact the Youth Work team leaders or see the Student Guide for more information.

## The Youth & Community Team

The Youth St Community Team This team works with students to organise activities to make your time at the College even more enjoyable and interesting. Some activities complement course work and provide extra accreditation. A programme of activities runs throughout the year, and usually includes: trips and visits; singing, music and comedy workshops; debates; karaoke and cabaret; yoga and self-defence. Look out for details on College notice boards, or drop into the student common rooms. The Youth Work teams at each College Centre also play a vital part in ensuring the safety and wellbeing of students when they are on College sites.

## Food and refreshments

All College Centres offer a selection of refreshments. Grahame Park and Russell Lane provide freshly cooked meals and the other Centres offer a variety of lighter snacks. Grahame Park and Russell Lane also have Poppins shops, which sell a range of items from stationery to confectionery.

## Sports

You can enjoy the use of the superb sports facilities at our Grahame Park Centre. There are *plenty* of arranged activities, and there are drop-in times for you to make use of the facilities at your convenience:

**The multi-use sports hall** is ideal for a range of activities and exercise classes.

**The fitness room** is well-equipped with a variety of different resistance and cardiovascular machines to suit most needs. Students wishing to use the equipment must complete an induction course, which can be arranged by a member of staff.

**The swimming pool** is 20m in length, and regular drop-in times and activities are scheduled. The pool is supervised by a qualified lifeguard. Facilities include showers and changing areas.

***Questions 22-27***

*Read the information from the college prospectus on the following page.*
*Complete the sentences below with words taken from the passage.*
*Write **NO MORE THAN THREE WORDS** for each answer.*
Write your answers in boxes 22—27 on your answer sheet.

**22** At the ..... , college employees are available to give advice at all times.
**23** Students should get in touch with the people who run the .....to find out about the Student Union.
**24** For people who are interested in discussions, ..... .. are organised.
**25** You can visit the .....to find out about Youth & Community Team activities
**26** Paper and pens can be bought in .....at two of the Centres.
**27** Students wishing to use the fitness room must do .....

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## SECTION 3

*You should spend 20 minutes on Questions 28-40, which are based on the reading passage below.*

***Questions 28-33***
*The article has six sections A-F.*
*Choose the correct heading for each section from the list of headings below*
*Write the correct number i—x in boxes 28-33 on your answer sheet.*

**List of Headings**

**i** Not enough sympathy
**ii** The need for action
**iii** An inaccurate comparison
**iv** Is it really a new phenomenon?
**v** The problem gets worse
**vi** Not a complete solution
**vii** Progress resulting from research
**viii** How common is the problem?
**ix** Changing attitudes
**x** A variety of attempts

**28** Paragraph **A**
**29** Paragraph **B**
**30** Paragraph **C**
**31** Paragraph **D**
**32** Paragraph **E**
**33** Paragraph **F**

# RSI

**A** Pia Enoizi panicked when a specialist told her that she had repetitive strain injury (RSI) and would never be able to work with a computer. Then 19, she was studying history at Cambridge University. 'I saw my career being shot to pieces,' she says. 'What on earth was I going to do? At the time, I was thinking about an academic life.'
The first warning sign was cramp, which struck during a summer job that involved data entry and analysis. 'I sat at the computer on a plastic chair with no thought about posture or taking breaks. One evening, I was cooking pasta and was surprised when I could not lift a pan of boiling water.' The cramps recurred, but she was enjoying the work and put the discomfort out of her mind. Back at Cambridge for her final year, however, she quickly developed essay-writer's cramp. 'We handwrote essays,' says Enoizi, who is now 25. 'First, I found it a struggle to get through a full essay. Next, to my horror, the pain and cramp became so intense I could not write at all. I began to have horrific pins and needles and pains shooting up my arm.'

**B** Unknown More than half a million Britons suffer from RSI — or official work-related upper-limb disorder, the description specialists prefer to use. However, this figure includes only reported cases, says Andrew Chadwick, the chief executive of the RSI Association. 'Students and children are not included. Nor are the thousands of stoics who struggle secret in silence. Many who call our helpline are desperate. They say they cannot afford to lose their jobs.'
RSI is not a diagnosis, but an general umbrella term for a range ofabout30 painful inflammatory disorders linked to daily overuse of a muscle. Tennis and golfer's elbow are common examples, but many more are occupational. Factory assembly workers and computer users are believed to be the most susceptible, followed by musicians, dressmakers, flight attendants - who routine repeatedly tear tickets in half - sign language interpreters and litter pickers, who routine repeatedly squeeze the handles on litter collectors. clear Text messaging has not yet been known to cause the condition, but Virgin Mobile was concerned enough two years ago to advise users to flex their fingers and shake their wrists occasionally.

**C** Some specialists draw a parallel between the overuse of muscles and joints by RSI sufferers and the stress suffered by marathon runners. An athlete runs to exhaustion, but would never consider doing so every day; the body needs time to recover before the next event. Yet, with computer-related RSI, the fingers are honed to work faster and faster, says Chadwick: 'It is often the hardest and fastest workers, who put in long hours without proper breaks, who develop a disorder.'

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**D** Enoizi's recovery has taken several years' determination and discipline. She missed a lot of work, but her college paid for an amanuensis — a postgraduate student to whom she dictated essays and her exams papers — and for physiotherapy. But even the repeated dictation led to a painful contraction of the neck muscles. 'During finals, I had to lie on the floor to rest my neck,' she says. Enoizi was delighted to graduate with a first, but she then had to take a year off to rest and retrain her body. Her first stop was a residential chronic pain management course. 'I realised that the damage caused by RSI was never going to go away. I had to learn how to control it.' During her year off, Enoizi visited a chiropractor, an osteopath and a kinesiologist. She also tried magnet therapy and herbal supplements. But none of these made a difference. Pilates, with its emphasis on posture and balancing muscles, helped. Physiotherapy also proved crucial. 'It made a big difference when my physiotherapist bandaged my arms and somehow lifted the forearm muscles away from the nerves. There was an instant feeling of liberation — everything felt less tight.'

**E** Enoizi now uses a curved keyboard. 'This helps me keep my wrists straight, but with my arms slightly curved, so my elbows do not dig into my ribs. Everything is more relaxed. My chair is fully adjustable and I take frequent breaks.' She is now working at Boots as an assistant project manager. 'I do a mixture of computer analysis, meetings and discussions,' she says. 'But, at the end of a long day, I might get a little pain. I walk briskly- jogging can aggravate joints — stretch gently at my desk and keep up the Pilates. I feel optimistic.'

**F** Enoizi supports the RSI Association's call for prevention. 'I am concerned about school children,' she says. 'Many use computers for several hours a day, yet are given little advice on posture and injury. Whether they are short, tall, aged 12 or 18, most sit at the same non-adjustable chairs, and at the same height desks. And many send text messages and play games on their computers until late at night.'

***Questions 34-39***
*Complete the summary below using words from the box.*
*Write your answers in boxes 34-39 on your answer sheet*

## What is RSI?

The **34** ..... name for RSI is 'work-related upper limb disorder'. The number of people suffering from it is **35** ..... , because certain people are not included in the statistics and because for some people the problem is a **36** ..... one. RSI is a **37**..... name that includes about thirty unpleasant conditions. Sports people suffer from it, but many other people do as a result of carrying out **38** ..... tasks at work. It is not **39**..... whether text messaging can cause it but this is possible.

| | | | |
|---|---|---|---|
| rising | concerned | general | secret |
| difficult | false | official | current |
| likely | complete | constant | characteristic |
| sure | unknown | clear | routine |
| simple | flexible | straight | firm |

***Question 40***

*Choose **FOUR** letters **A-H**.*
*Write your answers in box 40 on your answer sheet*
***40*** *Which FOUR of the following helped Pia Enoizi?*

**A** an amanuensis
**B** an osteopath
**C** magnet therapy
**D** Pilates
**E** physiotherapy
**F** a curved keyboard
**G** brisk walking
**H** jogging

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# ▶ Answer Key

**IELTS Reading Tasks (P: 54-55)** — **Short-answer questions**

**Example 1** 1 transport 2 (the) temperate zone
**Example 2** 1 around 65% 2 selective crossbreeding/eliminating weaker varieties
**Example 3** 1 where you live 2 politicians 3 money and inequality
**Example 4** 1 concrete 2 diameter 3 age and origin 4 volcanic eruptions 5 northern Scotland 6 geologists
**Example 5** 1 wildebeest 2 football hooligans 3 flight or fight

**IELTS Reading Tasks (P: 57-59)** — **Labelling a diagram**

**Example 1** 1 phonic lips 2 melon 3 echolocation
**Example 2** 1 cockpit 2 drive shaft 3 main rotor 4 tail boom 5 tail rotor 6 landing skids
**Example 3** 1 (the) Grand Gallery 2 481 3 (the) Queen's Chamber 4 (two) air channel(s)
**Example 4** 1 convex lens 2 eyepiece 3 concave mirror 4 flat secondary mirror
**Example 5** 1 sound waves 2 bionic ear 3 (thin) internal electrode 4 acoustic nerve
**Example 6** 1 spread footing 2 vertical column 3 cast-iron plate 4 grillage/ steel beams 5 (thick) concrete pad
**Example 7** 1 sail 2 narrow 3 locomotion
**Example 8** 1 natural lighting 2 mechanical air-conditioning 3 Stormwater 4 pitch irrigation

**IELTS Reading Tasks (P: 61-64)** — **Flowchart completion**

**Example 1** 1 mills 2 refineries 3 impurities 4 recovery 5 cattle
**Example 2** 1 parallel 2 the fiber 3 scraping 4 long fiber
**Example 3** 1 creativity 2 collaboration
**Example 4** 1 words and images 2 mass communication 3 exhibition 4 unique cultural institutions
**Example 5** 1 & 2 yeast 1 & 2 bacteria 3 protein,4 chemical solvents 5 (small) holes
**Example 6** 1 (holding) basin 2 particle filter 3 Chlorine 4 high pressure 5 (dissolved) salts 6 the seawater/ source 7 blending
**Example 7** 1 unfit 2 schools 3 PE teachers 4 surplus 5 employment opportunities
**Example 8** 1 leaves and stems 2 nodules burst 3 gravity separation 4 collection vat
**Example 9** 1 IQ tests/intelligence 2 multifaceted approach
**Example 10** 1 microbes 2 (the) atmosphere 3 clouds 4 cooler 5 global warming

**IELTS Reading Tasks (P: 66-67)** — **Table completion**

**Example 1** 1 functional 2 junior to middle 3 short list/advertise 4 head-hunting/direct approach
**Example 2** 1 instruments with strings 2 bows 3 triangular with strings/with strings/strings 4 lutes 5 lyres 6 four-sided frame 7 subdivided 8 struck
**Example 3** 1 mathematical treatise 2 Principia 3 more local audience
**Example 4** 1 filtered out 2 skin cancer 3 gradual improvement 4 acid rain 5 (chronic) respiratory illnesses 6 factories 7 hormone balance 8 unleaded petrol
**Example 5** 1 15 to 20 per cent 2 40 percent 3 6 percent

**IELTS Reading Tasks (P: 69)** — **Sentence completion**

**Example 1** 1 friend 2 lose body heat 3 (an) occupied building 4 sociability 5 interrogation
**Example 2** 1 pollution 2 stretching, wrinkling ,shrinkage 3 60 per cent
**Example 3** 1 presentation 2 (daily) routine 3 cultures

**IELTS Reading Tasks (P: 71)** — **Summary completion**

**Example 1**
1 **H** *An ethical dilemma arises when a placebo is considered as a treatment*
2 **A** *the patient is being deceived into believing that the treatment is authentic*
3 **F** *that could, if it came to light, jeopardize the relationship between the physician and the patient*
4 **J** *thereby denying patients the right to judge for themselves what is best for their own bodies*

**Example 2**
1 **B** *This may include the use of remote environments on Earth, as well as physiological and psychological studies in harsh environments.*
2 **H** *study the psychology of explorers subjected to long-term isolation in caves in Mexico*

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3 **A** *Space-like environments on Earth help us understand how to operate in the space environment or help us characterise extraterrestrial environments for future scientific research.*
4 **D** *The crater, which sits in high Arctic permafrost, provides an excellent replica of the physical processes occurring on Mars, a permafrosted, impact-altered planet*
5 **G** *possibly biological potential of Mars*

**IELTS Reading Tasks (P: 73-74)** **Sentence endings**

**Example 1**

1 **E** *By the late 1700s, the dietary value of the potato had been discovered, and the monarchs of Europe ordered the vegetable to be widely planted.*

**Example 2**

1 **B** *the right balance between economic growth and environmental conservation may be achieved.*
2 **D** *the Omgivelse group believes that many of the predictions of the environmentalists are hugely exaggerated*
3 **F** *'quick-fix' measures that would not, he claims, solve the problem*

**IELTS Reading Tasks (P: 77)** **Paragraph headings**

1 **viii** *For passenger transport, the determining factor is the spectacular growth in car use*
2 **iii** *As far as goods transport is concerned, growth is due to a large extent to changes in the European economy and its system of production*
3 **xi** *The strong economic growth expected in countries which are candidates for entry to the EU will also increase transport flows, in particular road haulage traffic*
4 **i** *The ambitious objective can only be fully achieved by 2020, but proposed measures are nonetheless a first essential step towards sustainable transport system which will ideally be in place in 30 years" time, that is by 2040.*
5 **v** *In 1998, energy consumption in the transport sector was to blame for 28% of emissions of CO2 the leading greenhouse gas*
6 **x** *The first approach would consist of focusing on road transport solely through pricing*
7 **ii** *The second approach also concentrates on road transport pricing but is accompanied by measures to increase the efficiency of the other modes (better quality of services, logistics, technology) .*
8 **iv** *This integrated approach would allow the market shares of the other modes to return to their 1998 levels and thus make a shift of balance.*

**IELTS Reading Tasks (P: 79)** **Paragraph matching**

1 **D** *Both species were strong and stockier than the average human today, but Neanderthals were particularly robust.*
2 **E** *Objects such as shell beads and flint tools, discovered many miles from their source, show that our ancestors travelled over large distances, in order to barter and exchange useful materials, and share ideas and knowledge*
3 **A** *Meanwhile, an unusual finger bone and tooth, discovered in Denisova cave in Siberia in 2008, have led scientists to believe that yet another human population - the Denisovans - may also have been widespread across Asia*
4 **G** *During each rapid climate fluctuation, they may have suffered greater losses of people than Homo sapiens, and thus were slowly worn down,' he says. 'If the climate had remained stable throughout, they might still be here.'*
5 **C** *They eventually disappeared from the landscape around 30.000 years ago with their last known refuge being southern Iberia*

**IELTS Reading Tasks (P: 81)** **Classification**

**Example 1**

1 **C** *people in poor countries simply cannot afford to pay the same amount of money as those in rich countries*
2 **B** *Ethical trade began as an attempt to cause as little damage as possible to the producers of raw materials and manufactured goods in poor countries*
3 **B** *This movement put pressure on the industry to see to it that working conditions and human rights were not damaged by the need for poorer people to produce goods*
4 **C** *Worse still, while the agricultural land is given over to cash crops, it robs the local people of the ability to grow their own food*

**Example 2**

1 **C** *most older adults contend that their ability to solve practical problems increases over the years.*
2 **B** *EQ includes the abilities to motivate yourself and persist in the face of frustrations; to control impulses and delay gratification; to regulate moods and keep distress from swamping the ability to think; and to understand and empathize with others*
3 **C** *practical intelligence is scored by answers to real-life dilemmas … practical intelligence tests — as in real life - there are several different solutions to the problem.*
4 **A** *IQ as a concept is more than 100 years old*

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**IELTS Reading Tasks (P: 84)** **Matching features**

**Example 1**

1 **F** *has passed a law that aids investors who help the continent reach its goal of getting 20% of its power from renewable energy by 2020*

2 **G** *thinks companies should begin transmitting small amounts of solar power as soon as the North African plants begin operating, by linking a few cable lines under the Med. 'I call it the Lego method,' he says. 'Build it piece by piece.' If it can be shown that power from the Sahara can be produced profitably, he says, companies and governments will soon jump in*

3 **E** *is building one solar- thermal plant in Algeria and another in Morocco*

4 **A** *is testing solar plants in Oman and the United Arab Emirates*

**Example 2**

1 **C** *identifying the crucial importance of nitrogen*

2 **A** *discovered that different kinds of fertilisers required different amounts of nitrogen*

3 **C** *the fertiliser he sold was much less expensive than the guano it was intended to replace, crops were unable to absorb it adequately*

4 **C** *developed a manufacturing process for making beef extract cubes*

5 **B** *In 1842 he patented a successful superphosphate, which was the first artificial manure*

6 **B** *the experimental farm to continue after his death, and it exists to this day*

**IELTS Reading Tasks (P: 87-91)** **MCQs**

**Example 1** **B** *Hereditary factors have been ruled out*

**Example 2** **B** *Museums used to look - and some still do - much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the subtle differences in design, but not for the ordinary visitor, to whom it all looked alike*

**Example 3** **D** *steer a narrow course between the demands of 'evidence' and 'attractiveness'*

**Example 4** **C** *Such presentations tell us more about contemporary perceptions of the world than about our ancestors*

**Example 5** **C** *It is only when the faculty of smell is impaired for some reason that we begin to realise the essential role the sense of smell plays in our sense of well-being*

**Example 6** **D** *Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults*

**Example 7** **C** *For Tarkovsky, the key to that magic was the way in which cinema created a dynamic image of the real flow of events*

**Example 8** **A** *In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved*

**Example 9** **B** *Though we might think of film as an essentially visual experience, we really cannot afford to underestimate the importance of film sound*

**Example 10** **C** *The old and ill, however, are the most vulnerable to the acute effects of heavily polluted stagnant air*

**Example 11** **A** *film personality and life personality seem to merge*

**Example 12** **C** *the sound mixer may call attention to the 'click' with an increase in volume; this helps to engage the audience in a moment of suspense*

**Example 13** **A** *he and Crick had succeeded because they were aware that they weren't the most intelligent of the scientists pursuing the answer*

**Example 14** **D** *Educating Psyche by Bernie Neville is a book which looks at radical new approaches to learning*

**Example 15** **A** *Detailed observations are made of the way in which different kinds of people speak in different social situations. The parameters that demonstrate these differences are known as linguistic variables.*

**Example 16** **D** *Indeed, some said that, once this novelty had worn off, cinema would fade away. It was no more than a passing gimmick, a fairground attraction*

**Example 17** **A** *Intelligence tests could be classified as aptitude tests since they are sometimes used to predict future performance*

**Example 18** **B** *The land here is so poor in nutrients*

**Example 19** 1 **B** *Techniques such as crop rotation* 2 **E** *compared with the amount of carbon dioxide*

**Example 20** 1 **B** the amount of sunlight and rain crops have received 2 **D** *how long ago it was dug up*

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# 100 Standard Questions

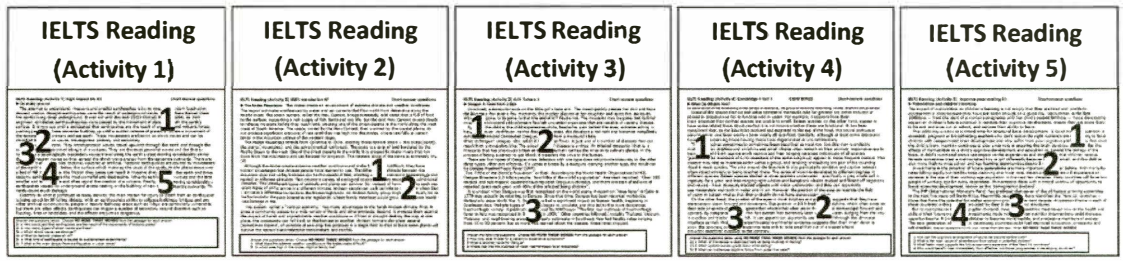
**IELTS Reading Tasks (P: 93-104)** **TRUE, FALSE, NOT GIVEN - YES, NO, NOT GIVEN**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Example 1** | *TRUE* | **Example 26** | *FALSE* | **Example 51** | *TRUE* | **Example 76** | *NO* |
| **Example 2** | *TRUE* | **Example 27** | *NOT GIVEN* | **Example 52** | *TRUE* | **Example 77** | *YES* |
| **Example 3** | *TRUE* | **Example 28** | *NO* | **Example 53** | *TRUE* | **Example 78** | *YES* |
| **Example 4** | *TRUE* | **Example 29** | *TRUE* | **Example 54** | *TRUE* | **Example 79** | *NOT GIVEN* |
| **Example 5** | *TRUE* | **Example 30** | *TRUE* | **Example 55** | *NOT GIVEN* | **Example 80** | *NOT GIVEN* |
| **Example 6** | *TRUE* | **Example 31** | *FALSE* | **Example 56** | *FALSE* | **Example 81** | *YES* |
| **Example 7** | *TRUE* | **Example 32** | *FALSE* | **Example 57** | *TRUE* | **Example 82** | *YES* |
| **Example 8** | *YES* | **Example 33** | *TRUE* | **Example 58** | *TRUE* | **Example 83** | *YES* |
| **Example 9** | *FALSE* | **Example 34** | *TRUE* | **Example 59** | *TRUE* | **Example 84** | *YES* |
| **Example 10** | *TRUE* | **Example 35** | *FALSE* | **Example 60** | *NOT GIVEN* | **Example 85** | *NO* |
| **Example 11** | *FALSE* | **Example 36** | *FALSE* | **Example 61** | *TRUE* | **Example 86** | *NO* |
| **Example 12** | *FALSE* | **Example 37** | *TRUE* | **Example 62** | *TRUE* | **Example 87** | *NOT GIVEN* |
| **Example 13** | *NO* | **Example 38** | *TRUE* | **Example 63** | *FALSE* | **Example 88** | *NO* |
| **Example 14** | *NO* | **Example 39** | *TRUE* | **Example 64** | *NOT GIVEN* | **Example 89** | *NOT GIVEN* |
| **Example 15** | *NO* | **Example 40** | *FALSE* | **Example 65** | *TRUE* | **Example 90** | *YES* |
| **Example 16** | *YES* | **Example 41** | *FALSE* | **Example 66** | *NOT GIVEN* | **Example 91** | *YES* |
| **Example 17** | *FALSE* | **Example 42** | *FALSE* | **Example 67** | *FALSE* | **Example 92** | *YES* |
| **Example 18** | *FALSE* | **Example 43** | *NOT GIVEN* | **Example 68** | *FALSE* | **Example 93** | *NOT GIVEN* |
| **Example 19** | *TRUE* | **Example 44** | *TRUE* | **Example 69** | *FALSE* | **Example 94** | *NO* |
| **Example 20** | *YES* | **Example 45** | *TRUE* | **Example 70** | *NOT GIVEN* | **Example 95** | *YES* |
| **Example 21** | *NO* | **Example 46** | *NOT GIVEN* | **Example 71** | *YES* | **Example 96** | *NO* |
| **Example 22** | *NO* | **Example 47** | *FALSE* | **Example 72** | *YES* | **Example 97** | *YES* |
| **Example 23** | *TRUE* | **Example 48** | *NOT GIVEN* | **Example 73** | *YES* | **Example 98** | *NO* |
| **Exercise 24** | *TRUE* | **Example 49** | *NOT GIVEN* | **Example 74** | *YES* | **Example 99** | *NO* |
| **Example 25** | *FALSE* | **Example 50** | *TRUE* | **Example 75** | *NO* | **Example 100** | *YES* |

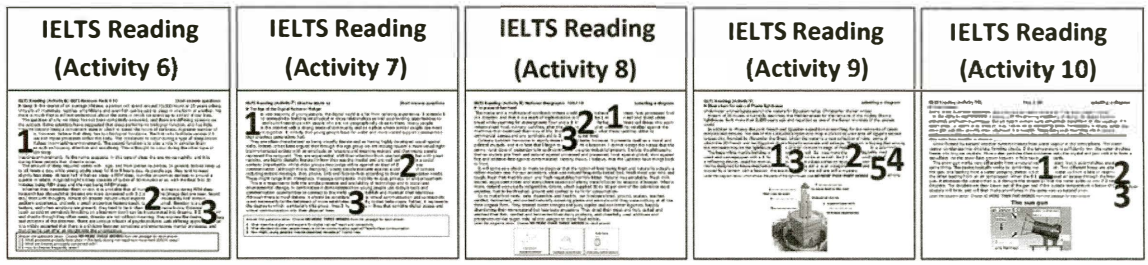
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# 100 Classified & Standard IELTS Reading Samples

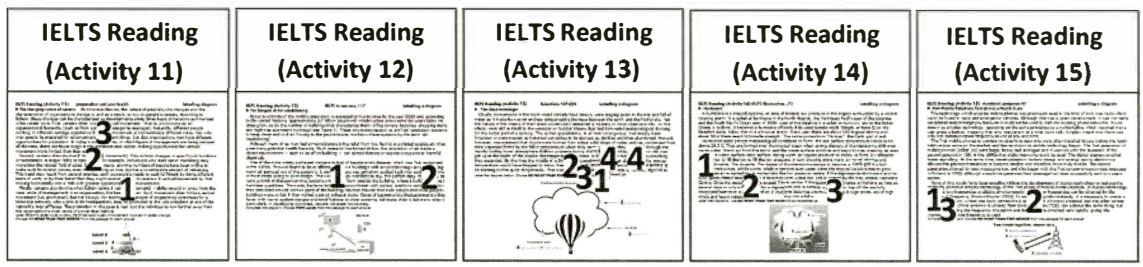
## (P: 107-156)




**IELTS Reading (Activity 1):** 1 Robert Mallet 2 two 3 Primary 4 molten lava 5 artificial 6 falling objects
**IELTS Reading (Activity 2):** 1 transport 2 (the) temperate zone
**IELTS Reading (Activity 3):** 1 two weeks 2 Breakbone Fever 3 Manila
**IELTS Reading (Activity 4):** 1 (sense of) touch 2 freshwater dolphins 3 airborne flying fish
**IELTS Reading (Activity 5):** 1 Good maternal nutrition 2 illness 3 demographic structures 4 (millions) of children

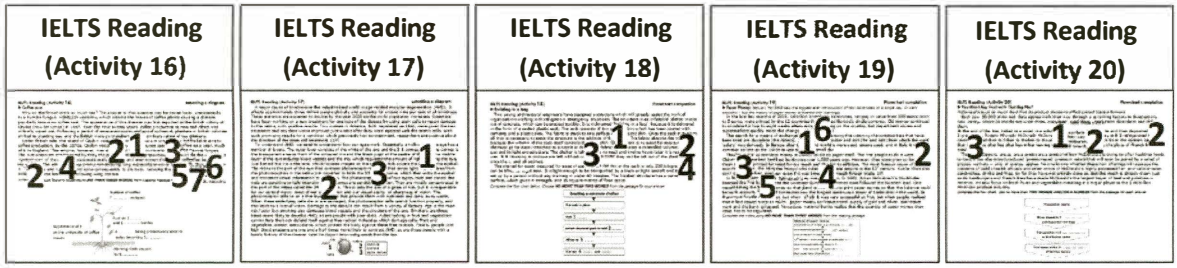



**IELTS Reading (Activity 6):** 1 restoration and repair 2 perceptions 3 Random and chaotic
**IELTS Reading (Activity 7):** 1 reach and connectivity 2 face-to-face communication 3 hybrid lives
**IELTS Reading (Activity 8):** 1 steel roller mill 2 brick oven 3 flavouring
**IELTS Reading (Activity 9):** 1 hydraulic lift 2 lantern 3 radius of 34 miles 4 300 rooms 5 circular storey
**IELTS Reading (Activity 10):** 1 compressed 2 tiny droplets 3 ice crystals

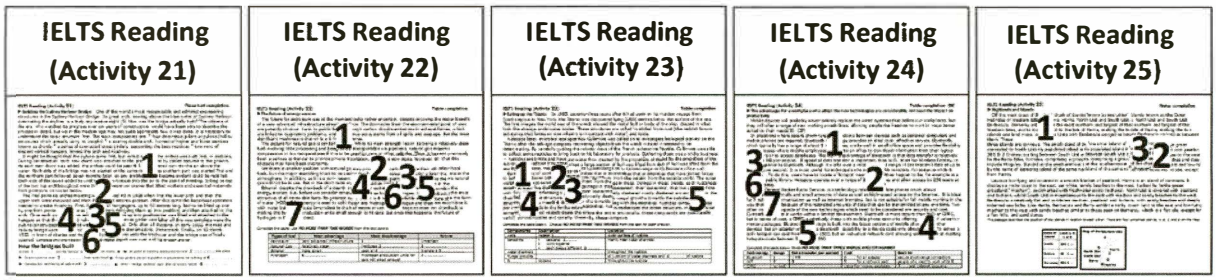



**IELTS Reading (Activity 11):** 1 radial (movement) 2 horizontal (movement) 3 vertical movement
**IELTS Reading (Activity 12:** 1 cooling towers 2 air intake
**IELTS Reading (Activity 13):** 1 dizzy heights 2 major cumulus cloud 3 oxygen 4 6.5"C/ thousand metres
**IELTS Reading (Activity 14):** 1 cold air 2 (eye) of calm winds 3 spinning vortex
**IELTS Reading (Activity 15):** 1 paired spectrum 2 uplink 3 downlink

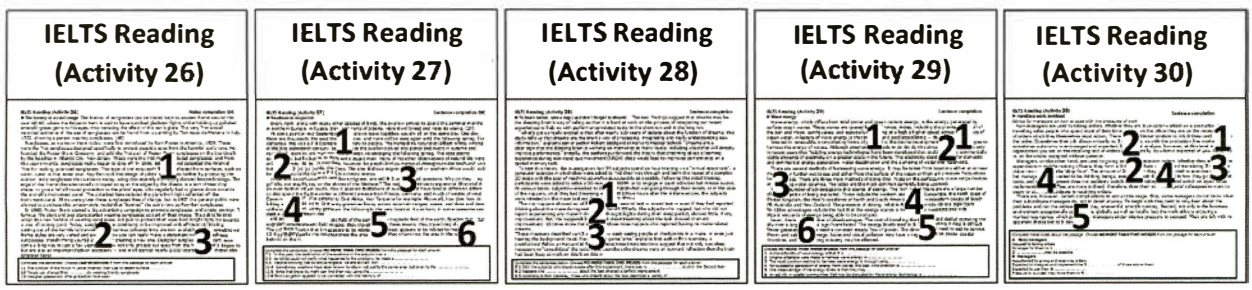
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**IELTS Reading (Activity 16):** 1 (yellowish) powdery lesions 2 shoots 3 (green) coffee 4 leaves 5 bare 6 defoliation 7 nodes
**IELTS Reading (Activity 17):** 1 (The) cornea 2 macula 3 optic nerve
**IELTS Reading (Activity 18):** 1 water 2 gas 3 dry (out) 4 Doors and windows
**IELTS Reading (Activity 19):** 1 shells (Pacific Islanders)/butter and salt 2 (the) Chinese 3 Kublai Khan 4 Sweden 5 Bank of England 6 (the) euro
**IELTS Reading (Activity 20):** 1 calcium ascorbate 2 green bags/refrigerated trucks 3 14 days

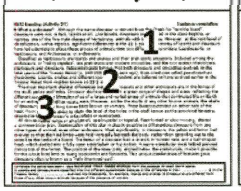
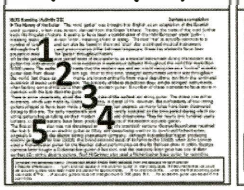
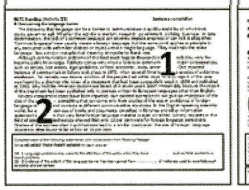
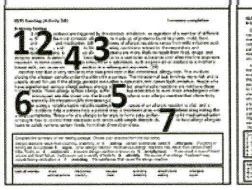
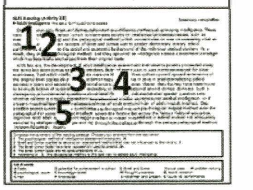



**IELTS Reading (Activity 21):** 1 cantilevered 2 riveted 3 pairs of hangers 4 road and railway 5 granite 6 for strength
**IELTS Reading (Activity 22):** 1 finite resource 2 methane 3 rosy 4 commercial outlets 5 new dawn 6 readily available 7 bright
**IELTS Reading (Activity 23):** 1 layered 2 communities 3 task 4 the surface 5 iron compounds
**IELTS Reading (Activity 24):** 1 ten metres 2 100 metres 3 54 MB 4 £50 5 £40 and £60 6 travelling 7 reliable communication
**IELTS Reading (Activity 25):** 1 **A** *The Isle of Lewis is the most northern and largest* 2 **D** *Eriskay is a tiny island, also populated, lying between South Uist and Barra.* 3 **B** *Berneray is connected to North Uist by a causeway and it is the only populated island in the waters around Harris.*




**IELTS Reading (Activity 26):** 1 glare 2 image 3 rays
**IELTS Reading (Activity 27):** 1 (complete) mystery 2 (random) guess 3 unanswered questions 4 same nest 5 stars 6 local landmarks
**IELTS Reading (Activity 28):** 1 improvement 2 described dreaming 3 scenarios
**IELTS Reading (Activity 29):** 1 irregular and oscillating/vibrating 2 the 1890s 3 oscillating water columns 4 westerly 5 fluctuate 6 the fishing industry
**IELTS Reading (Activity 30):** 1 delegate the order 2 discretion 3 corporate vision 4 judgment 5 delegate more

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| IELTS Reading (Activity 31) | IELTS Reading (Activity 32) | IELTS Reading (Activity 33) | IELTS Reading (Activity 34) | IELTS Reading (Activity 35) |
|---|---|---|---|---|
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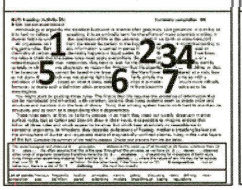
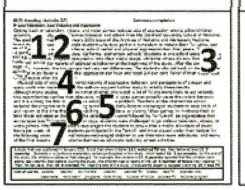
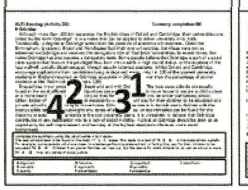
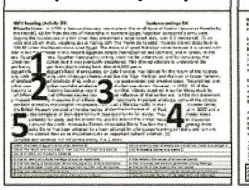
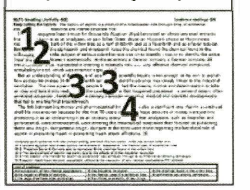
**IELTS Reading (Activity 31):** 1 skeletal anatomy 2 eosuchians 3 two long bones

**IELTS Reading (Activity 32):** 1 spelling and pronunciation 2 500 years ago 3 exact date 4 shape and dimensions 5 patent

**IELTS Reading (Activity 33):** 1 major consequences 2 surveys

**IELTS Reading (Activity 34):** 1 eating *Allergic reactions are triggered by the contact, inhalation, or ingestion of a number of different allergens* 2 allergens *Allergic reactions are triggered by the contact, inhalation, or ingestion of a number of different allergens* 3 signs *Symptoms of allergic reactions range from mild irritation such as itching, wheezing, and coughing* 4 medicines *Serious allergic reactions are more likely to result from food, drugs, and stinging insects* 5 anaphylaxis *Anaphylaxis is an allergic reaction that affects the whole body and is potentially life threatening.* 6 identify *After using a reliable testing method, the cause of an allergic reaction is often identified* 7 avoiding *while those with food allergies learn to safely remove certain foods from their diets.*

**IELTS Reading (Activity 35):** 1 **H** *the psychological method (which concentrates mostly on intellectual processes, such as memory and abstract reasoning)* 2 **J** *The main concern of Binet and Simon was to predict elementary school performance independently from the social and economic background of the individual student.* 3 **D** *The Binet-Simon tests are quite effective in predicting school success* 4 **L** *However, they have been found to be much less predictive of success in post-secondary academic and occupational domains* 5 **I** *Recent research across the fields of education, cognitive science, and adult development suggests that much of adult intellect is indeed not adequately sampled by extant intelligence measures and might be better assessed through the pedagogical method. (Ackerman, 1996; Gregory. 1994).*

| IELTS Reading (Activity 36) | IELTS Reading (Activity 37) | IELTS Reading (Activity 38) | IELTS Reading (Activity 39) | IELTS Reading (Activity 40) |
|---|---|---|---|---|
|  |  |  |  |  |

**IELTS Reading (Activity 36):** 1 size *from the tiniest bacterium to the biggest* 2 never *this kind of life is all we know* 3 mistake *scientists look at martian meteorites, they tend to look for the kinds of vital signs that betray earthly organisms when we have absolutely no reason for thinking that life elsewhere* 4 planet *martian meteorites, they tend to look for the kinds of vital signs that betray earthly organisms when we have absolutely no reason for thinking that life elsewhere* 5 narrow *cannot be based more broadly* 6 composition *what it is made of* 7 defining *It is much more difficult, however, to make such a definition stick, preventing the term from becoming so inclusive as to be meaningless*

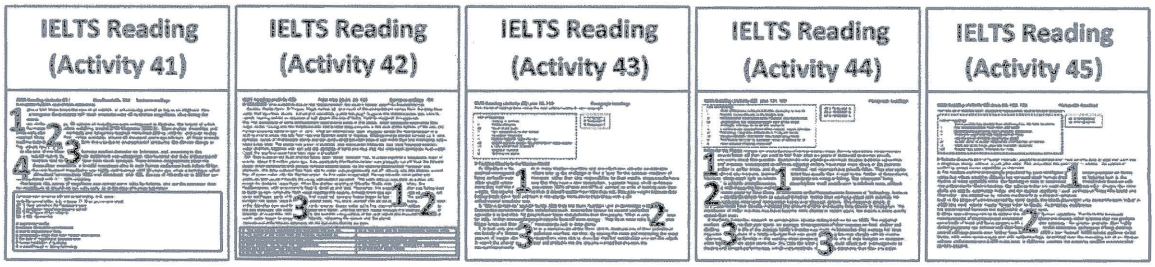
**IELTS Reading (Activity 37):** 1 watched TV *engaged in fewer acts of verbal and physical aggression than their peers* 2 violently *engaged in fewer acts of verbal and physical aggression than their peers* 3 six months *18-lesson, 6-month* 4 parents *parental reports of aggressive behavior, and perceptions of a mean and scary world also decreased* 5 number of hours *Early lessons encouraged students to keep track of and report on the time they spent watching TV or videos, or playing Video games, to motivate them to limit those activities on their own* 6 avoided TV *For ten days, students were challenged to go without television, videos, or video games* 7 less TV *students themselves advocate reducing screen activities.*

**IELTS Reading (Activity 38):** 1 **I** *The best state schools are usually found in the most affluent areas* 2 **D** *Injustices can arise when parents move house to secure a child's place at a more desirable school* 3 **H** *will pay for their children to be educated at a private school* 4 **G** *outweighs*

**IELTS Reading (Activity 39):** 1 **E** *In recent times, Egypt's head of antiquities, Dr Zahi l-lawass, has lobbied for the return of the Rosetta Stone to Egypt, along with other prized antiquities like the 'Elgin Marbles' and the bust of Queen Nefertiti.* 2 **G** *The repatriation of artefacts of cultural heritage is a controversial and emotive issue.* 3 **B** *the joint declaration that 'objects acquired in earlier times must be viewed in the light of different sensitivities and values reflective of that earlier era'.* 4 **J** *The British Museum will loan treasured artetacts to other museums around the world, though in doing so it runs the risk of not getting them back.* 5 **C** *the term 'Rosetta Stone' has been adopted by a language-learning company and is more likely to be recognized in this context than as an important cultural artefact.*

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**IELTS Reading (Activity 40):** 1 E *Ancient Egyptian physicians used extracts from the willow tree as an analgesic, or pain killer. Centuries later the Greek physician Hippocrates recommended the bark of the willow tree* 2 G *The race was on to identify the active Ingredient and replicate it synthetically. At the end of the nineteenth century a German company / Friedrich Bayer & Co. succeeded* 3 D *scientific advance was closely linked to the industrial revolution* 3 D *In the case of aspirin that happened piecemeal - a series of minor, often unrelated advances , fertilised by the century's broader economic, medical and scientific developments* 4 H *huge amounts of money were put into promoting it as an ordinary everyday analgesic*



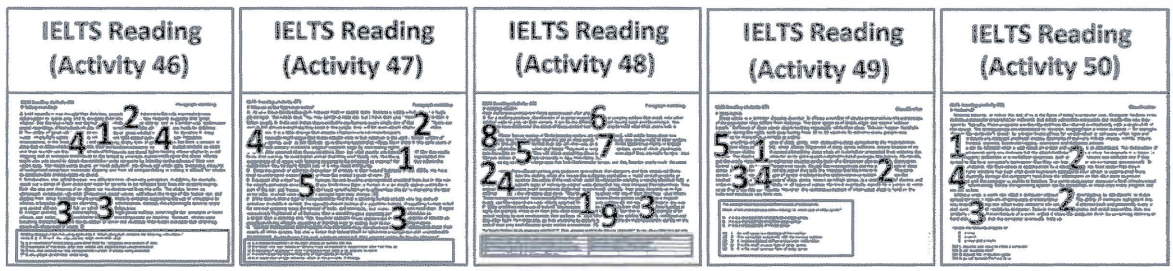

**IELTS Reading (Activity 41):** 1 D *Imagine a bird three times the size of an ostrich, or a burrowing animal as big as an elephant. How about a kangaroo three metres tall? Such creatures were all Australian megafauna, alive during the Pleistocene* 2 A *Then, rather suddenly, around 46 thousand years ago (46 kyr), all these animals became extinct* 3 F *humans reached Australia via Indonesia, and, according to the archaeological record, by 45 kyr their settlement was widespread* 4 G *Dating the rare bones of megafauna was highly controversial until 20 years ago, when a technique called optically stimulated luminescence (OSL) was developed. With OSL, the age of minerals up to 200 kyr can be established with +/ - 10% accuracy.*

**IELTS Reading (Activity 42):** 1 E *'The ice reflects sunlight into space,' says Ryan. 'The planet cools* 2 F *As the gap enlarged, the water flowed faster and faster* 3 B *In the end the rising waters of the vast inland sea drowned the falls and warm water began to escape to the Atlantic, reheating the oceans and the planet.*

**IELTS Reading (Activity 43):** 1 x *However, rather than take responsibility for their weight, obese people have often sought solace in the excuse that they have a slow metabolism* 2 vii *says Dr Jebb, 'is that overweight people actually burn off more energy* 3 iii *researchers were able to show her that her metabolism was not the culprit*

**IELTS Reading (Activity 44):** 1 x *Are you better off than you used to be? Even after six years of sustained economic growth, Americans worry about that question …* 1 x *Measuring how much people earn is relatively easy, at least compared with measuring how well they live* 2 iv *A recent paper by Dora Costa, an economist at the Massachusetts Institute of Technology, looks at the living-standards debate from an unusual direction.* 3 i *The share of a family's budget that was spent on having fun rose sharply with its income …could afford such extravagances as theatre and concert performances.*

**IELTS Reading (Activity 45):** 1 viii *whose presence we barely notice but whose creeping ubiquity has removed much human drudgery* 2 vi *there are already robot systems that can perform some kinds of brain and bone surgery with sub millimeter accuracy - far greater precision than highly skilled physicians can achieve with their hands alone*




**IELTS Reading (Activity 46):** 1 B *communicate* 2 A *bats* 3 D *high-power military sonar might dis-orientate or harm whales, and that it is responsible for the mass strandings* 4 B *Low frequency vocalizations, in the form of grunts and moans are inaudible to the human ear, but form a pattern or song*

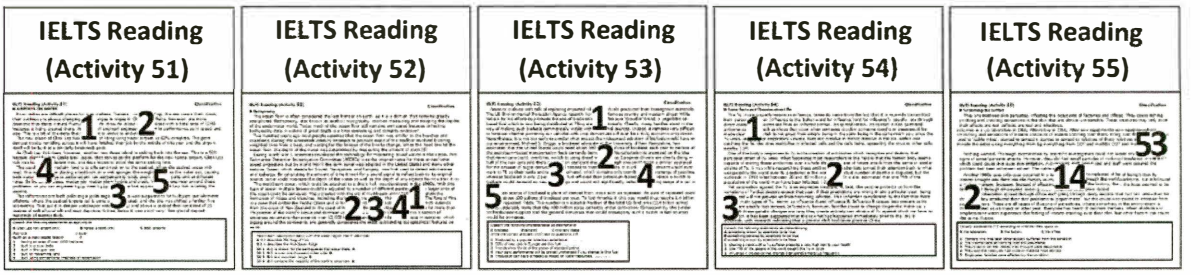
**IELTS Reading (Activity 47):** 1 C *But I think the explanation may be more simple and, in a way, more intriguing.* 2 A *Tigers can and do kill almost everything they meet in the jungle* 3 F *Many incidents of attacks on people involving villagers squatting or bending over* 4 B *Some people might argue that these attacks were in fact common in the past.* 5 E *If you think like a tiger, a human in a car might appear just to be a part of the car, and because tigers don't eat cars the human is safe-unless the car is menacing the tiger or its cubs, in which case a brave or enraged tiger may charge.*

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**IELTS Reading (Activity 48):** 1 **E** *prey spiders did not respond to them in any way.* 2 **D** *The researchers allowed various prey spiders to spin webs in the laboratory and then introduced Portia spiders.* 3 **F** *lions hunting at night, for example,* 4 **D** *To simulate the shaking effect of a breeze the zoologists used either a model aircraft propeller or attached a tiny magnet to the centre of the web* 5 **B** *'They will attack something about twice their own size* 6 **A** *for jumping spiders that sneak onto other spiders' webs to prey on their owners, it can be the difference between having lunch and becoming it.* 7 **B** *Portia spiders live mostly in tropical forests, where the climate is hot and humid* 8 **B** *The fifteen known species of Portia jumping spiders* 9 **F** *'Portia spiders are clearly intelligent and they often learn from their prey as they are trying to capture it. They do this by*

**IELTS Reading (Activity 49):** 1 **A** *A person's breathing stops when air is somehow prevented from entering the trachea.* 2 **B** *The term central is used because this type of apnea is related to the central nervous system rather than the blocked airflow.* 3 **C** *The third type of sleep apnea, known as mixed apnea, is a combination of the two and is the most rare form* 4 **C** *The third type of sleep apnea, known as mixed apnea, is a combination of the two and is the most rare form* 5 *There are three different types of sleep apnea, with obstructive sleep apnea being the most common.*

**IELTS Reading (Activity 50):** 1 **A** *A virus can be released when a user* 2 **C** *Viruses can replicate & The ability of worms to replicate* 3 **B** *A main feature of a worm is that it slows the computer* 4 **C** *Whilst malware cannot physically damage the computer's hard drive*




**IELTS Reading (Activity 51):** 1 **A** *An island six kilometres long and with a total area of 1248 hectares is being created there.* 2 **A** *River delta* 3 **B** *Kansai was supposed to be built just one kilometre offshore* 4 **C** reclaim land 5 **B** *engineer around these problems*

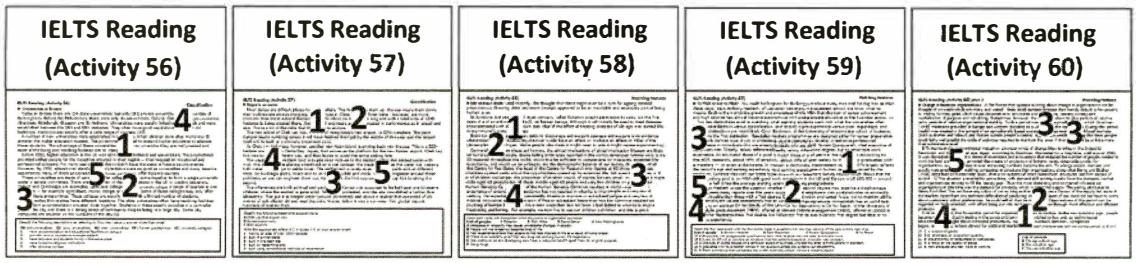
**IELTS Reading (Activity 52):** 1 **A** *The Ring of Fire is a zone that circles the Pacific Ocean and is famous for its seismic activity.* 2 **B** *The Mid-Ocean Ridge is a section of undersea mountains that extends over 12,000 feet high and 1,200 miles wide* 3 **B** *The Mid-Ocean Ridge is a section of undersea mountains that extends over 12,000 feet high and 1,200 miles wide* 4 **A** *accounts for more than 75 percent of the world's active and dormant volcanoes.*

**IELTS Reading (Activity 53):** 1 **A** *famous country and western singer Willie Nelson for his efforts to promote the use of biodiesel through his own 'Biowillie' brand* 2 **C** *as European drivers are clearly doing — half of the new cars sold there now run on standard diesel.* 3 **B** *ethanol, which contains only two-thirds of the energy of gasoline* 4 **A** *Hence a switch to biofuels would demand no new technology and would not significantly reduce the driving range of a car or truck.* 5 **A** *The main source of biodiesel is plant oil derived from crops such as rapeseed. An acre of rapeseed could provide about 100 gallons of biodiesel per year. To fuel America in this way would thus require 1.4 billion acres of rapeseed fields. This number is a sizeable fraction of the total US land area (2.4 billion acres) and considerably more than the 400 million acres currently under cultivation. Consequently, the burden on freshwater supplies and the general disruption that would accompany such a switch in fuel sources would be immense.*

**IELTS Reading (Activity 54):** 1 **C** *it should be made clear that the risk Is not great from simply being in the same room as an infected person* 2 **B** *It is also estimated that one fifth of the population of the world may have been infected.* 3 **C** *Although these genetic changes are rare*

**IELTS Reading (Activity 55):** 1 **B** *Another l960s case occurred in a textile factory. Where workers complained of being bitten by insects brought into the factory in imported cloth. Dermatitis swept through the workforce. but it followed a curious pattern. Instead of affecting people in one particular part of the factory, the bugs seemed to be transmitted through employees' social groups.* 2 **C** *infestation spread through office staff going through dusty records that had lain untouched for decades* 3 **A** *the problem, attributed to 'cable mites' started to spread to relatives of the victims. A concerted effort was made to exterminate the mites* 4 **B** *workers complained of being bitten by insects brought into the factory in imported cloth. Dermatitis swept through the workforce but it followed a curious pattern. Instead of affecting people in one particular part of the factory, the bugs seemed to be transmitted through employees' social groups.* 5 **A** *the problem, attributed to 'cable mites' started to spread to relatives of the victims.*

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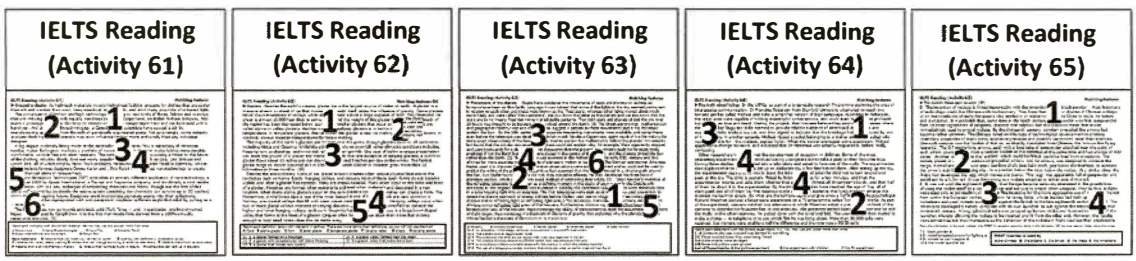

**IELTS Reading (Activity 56):** 1 **NU** *they are well planned and most of the living and teaching facilities are on campus.* 2 **UC** *a range of courses in one discipline — for example agriculture, music, design or medicine* 3 **OU** *Universities have different locations. The older universities often have teaching facilities and student accommodation situated close together. Students in these usually socialise in a* 4 **OU** *Aberdeen. Edinburgh, Glasgow and St Andrews. Universities were usually linked to the Church and were established between the* 5 **FP** *offer diploma courses*

**IELTS Reading (Activity 57):** 1 **A** *An island six kilometres long and with a total area of 1248 hectares is being created there.* 2 **A** *River delta* 3 **B** *Kansai was supposed to be built just one kilometre offshore*
4 **C** *reclaim land* 5 **B** *engineer around these problems*

**IELTS Reading (Activity 58):** 1 **E** *Eukarion said, that 'if the effect of treating diseases of old age is to extend life, everyone's going to be happy'* 2 **D** *'There is no evidence whatsoever that swallowing any chemical would have an effect on mammals', says Rich Miller* 3 **A** *'If people live much longer, the proportion of children would, of course, be very small. it strikes me it might feel rather claustrophobic; all those middle-aged 65 people and very few children or young people'.* 4 **C** *the doubling of human lifespan we have seen since then has not been a bad thing. Life has not become frustrating and boring.*

**IELTS Reading (Activity 59):** *According to the AGR research, about l4% of employers offered a better salary to those new graduates with a masters — or even a doctorate. In my view, the* 1 **C** *salary improvement of l0% to l5% largely reflects the recruit's age and earning expectancy*
2 **A** *A postgraduate immediately has an uphill task explaining an additional year, or three years, of study.' Carol Blackman, of the University of Westminster school of business,* 3 **B** *explains the first distinction* 4 **D** *According to Dr Nic Beech, of the University of Strathclyde graduate school of business: 'The MSc in business management (MBM), offered at USGSB is suitable for students with a good first degree — particularly a non-business first degree but little or no business experience.* 5 **A** *'I have seen many reports over the years suggesting that employers view postgraduates as eminently less employable than those with a first degree. Drive, motivation and career focus, not to mention ability, are what employers value and are prepared to pay for*

**IELTS Reading (Activity 60):** 1 **C** *overtook demand* 2 **B** *Organisations of this period can be regarded as 'task-oriented', with effort being put into increasing production through more effective and efficient production processes.* 3 **A** *agricultural age* **...** *local markets (both customer and labour)* 4 **C** *discriminating in the goods and services they wished to buy* 5 **B** *a series of inventions and innovations*




**IELTS Reading (Activity 61):** 1 **D** *Corpe Nove, an Italian fashion company, has made a prototype shirt that shortens its sleeves when room temperature rises* 2 **G** *Nexia Biotechnologies, a Canadian firm, scientists have caused a stir by manufacturing spider silk from the milk of genetically engineered goats.* 3 **C** *Nano-Tex, a subsidiary of American textiles maker Burlington, markets a portfolio of nanotechnologies that can make fabrics more durable, comfortable, wrinkle-free and stain-resistant.* 4 **A** *Schoeller Textil in Germany, whose clients include famous designers Donna Karan and _Polo Ralph Lauren, uses nanotechnology to create fabrics that can store or release heat.* 5 **B** *Created in 2003 by Quest International, a flavour and fragrance company, and Woolmark, a wool textile organisation, SPT is a new technique of embedding chemicals into fabric. Though not the first of this type, SPT's durability (evidently the microcapsule containing the chemicals can survive up to 30 washes) suggests an interesting future. Designers could incorporate signature scents into their collections. Sportswear could be impregnated with anti-perspirant. Hay fever sufferers might find relief by pulling on a T-shirt* 6 **F** *Developed by Cargill Dow, it is the first man-made fibre derived from a 100% annually renewable resource.*

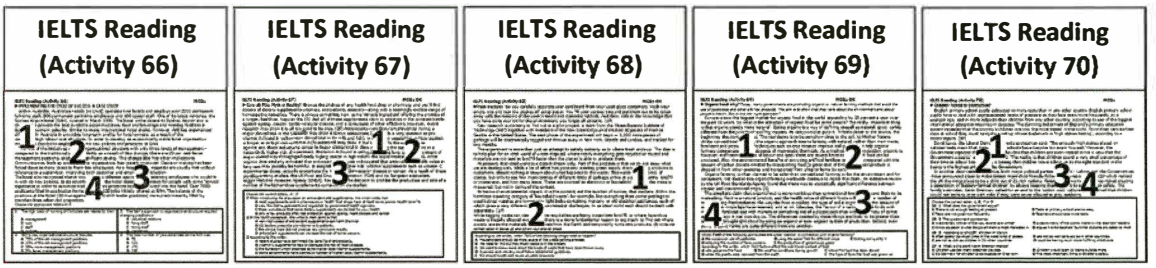
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**IELTS Reading (Activity 62):** 1 **B** *Smaller glaciers that occur at higher elevations are called alpine or valley glaciers.* 2 **D** *Polar glaciers, in contrast, always maintain temperatures far below melting.* 3 **H** *With the rare exception of surging glaciers, a common glacier flows about 10 inches per day in the summer and 5 inches per day in the winter. The fastest glacial surge on record occurred in 1953,* 4 **A** *Fjords, which are very common in Norway, are coastal valleys that fill with ocean water* 5 **G** *A cirque is a large bowl-shaped valley that forms at the front of a glacier*

**IELTS Reading (Activity 63):** 14 1 **E** *Newton discovered that a concave mirror reflecting light onto a flat secondary mirror gave an enhanced image, which allowed a much more accurate view of the heavens. Furthermore, mirrors were easier to manufacture than lenses and could be made larger* 2 **D** *Copernicus had assumed that the planets moved in a circular path around the Sun, but Kepler found that they did not; they moved in ellipses* 3 **B** *He tried to explain the mathematics behind the planets' movements but found that the circular movement of a sphere could not explain why, for example, Mars apparently stopped and went backwards for a short time.* **17** 4 **B** *He discovered that the planets' movements could be far more easily predicted if not the Earth but the Sun were placed in the centre of the system, and the planets circled the Sun rather than the Earth* 5 **E** *Yet it was Newton's discovery of the laws of gravity that explained why the planets move the way they do.* 6 **D** *The German astronomer Johannes Kepler used it to discover that the Copernican observations were not quite correct*

**IELTS Reading (Activity 64):** 1 **A** *In one example, Koko broke a toy cat, and then signed to indicate that the breakage had been caused by one of her trainers. In another episode, Michael ripped a jacket belonging to a trainer and, when asked who was responsible for , the incident, signed 'Koko'.* 2 **C** *in front of the cameras* 3 **A** *Koko broke a toy cat, and then signed to indicate that the breakage had been caused by one of her trainers. In another episode, Michael ripped a jacket* 4 **B** *involved asking youngsters not to take a peek … Almost all three-year-olds do…*

**IELTS Reading (Activity 65):** 1 **A** *'black powder'* 2 **A** *rocket-propelled arrows* 3 **B** *The incentive for the more aggressive use of rockets came not from within the European continent but from far-away India, whose leaders had built up a corps of rocketeers and used rockets successfully against the British in the late eighteenth century . …* 4 **E** *The Americans developed a rocket, complete with its own launcher*



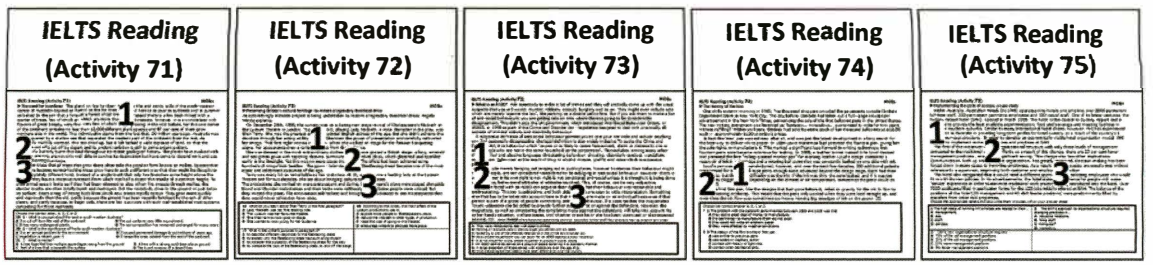

**IELTS Reading (Activity 66)** 1 **C** *high labour-cost structure* 2 **A** *Partly as a result of this change, there are 25 per cent fewer management positions* 3 **C** *selecting employees who would fit in with its new policies* 4 **B** *120*

**IELTS Reading (Activity 67):** 1 **C** *To the surprise and concern of the scientists conducting the experiment, those individuals taking the supplement—intended to reduce the risk cancer –were at a significantly higher risk of developing lung cancer.* 2 **D** *This startling discovery led to the abandonment of the trials mid-way through the experimental process.* 3 **D** *the European Medicine Agency (EMEA), have taken the decision to prohibit the production and sale of a number of the higher-dose supplements currently on the market.*

**IELTS Reading (Activity 68):** 1 **C** *the mass is measured, but not in terms of the content. In terms of environmental impact, it is the content, not the number of tonnes, that matters.* 2 **E** *there is a more fundamental reason to tag trash: to find out where society stores the materials that it mines from the Earth and temporarily turns into products.*

**IELTS Reading (Activity 69):** 1 **B** *Techniques such as crop rotation* 2 **E** *compared with the amount of carbon dioxide in* 3 **B** *the amount of sunlight and rain crops have received,* 4 **D** *how long ago it was dug up*

**IELTS Reading (Activity 70):** 1 **C** *'The idea that children are over—tested is not a view that the Government accepts,* 2 **C** *Seeing that children leave school up to the right standard in the basics is the highest priority of the Govemment.* 3 **D** *a report by UNICEF which ranked the UK the worst place to be a child out of 21 rich nations.* 4 **B** *warned that children would not learn to cope with risks if they were never allowed to play outdoors*




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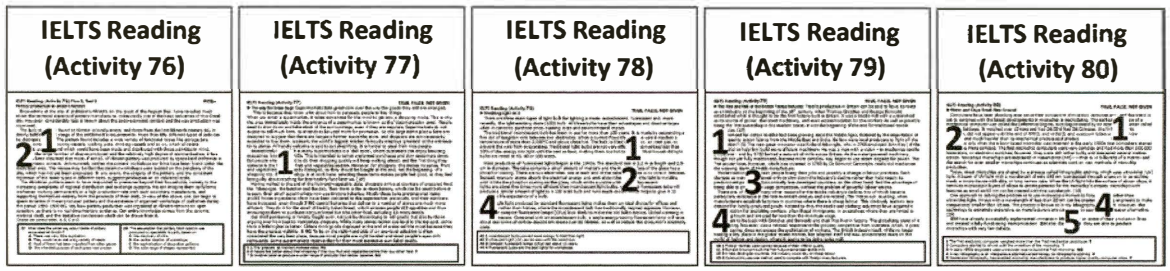
**IELTS Reading (Activity 71):** 1 **B** *The land here is so poor in* 2 **C** *now they are not only well able to survive its destruction but have come to depend on it* 3 **A** *The eucalypts or gum trees that grow there often take the peculiar form known as mallee. Species that elsewhere become normal-looking trees grow here in such a different way that they might be thought to be a completely different kind. Instead of a single trunk that only has branches some height above the ground, they have a massive rootstock from which rise half a dozen thin trunks of a common height.*

**IELTS Reading (Activity 72):** 1 **C** *She knew the power of presentation and carefully cultivated her image.* 2 **B** *The effect had been achieved using hundreds of wings from beetles* 3 **A** *Some people were critical, but they missed the point. The innovations sold tickets and brought new audiences to see masterpieces that they would never otherwise have seen.*

**IELTS Reading (Activity 73):** 1 **C** *foul and abusive language* 2 **E** *young people merely hanging out in public places, however boisterous their behaviour* 3 **F** *are made on an individual basis even if that person is part of a group*

**IELTS Reading (Activity 74):** 1 **D** *Depending on the climate or air temperature, sometimes the pens would do both.* 2 **A** *The first Biro pen, like the designs that had gone before it, relied on gravity for the ink to flow to the ball bearing at the tip.*

**IELTS Reading (Activity 75):** 1 **C** *high labour-cost structure* 2 **A** *Partly as a result of this change, there are 25 per cent fewer management positions* 3 **C** *selecting employees who would fit in with its new policies.*



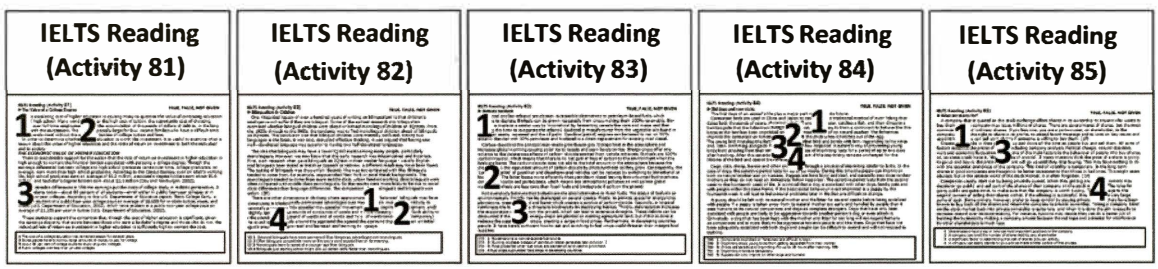

**IELTS Reading (Activity 76):** 1 **B** *The pottery found includes a wide variety of functional types like storage jars, smaller containers, pouring vessels, cooking pots, drinking vessels and so on, which all relate to specific activities and which would have been made and distributed with those activities in mind.* 2 **D** *Given the large number of shapes produced and the relatively high degree of standardisation, it has generally been assumed that most, if not all, of Akrotiri pottery was produced by specialised craftsmen in a nondomestic context.*

**IELTS Reading (Activity 77):** 1 **NOT GIVEN** 2 **TRUE** *fruit and vegetables section. However, for shoppers, this makes no sense. Fruit and vegetables can be easily damaged, so they should be bought at the end, not the beginning, of a shopping trip. But psychology is at work here: selecting these items makes people feel good, so they feel less guilty about reaching for less healthy food later on.* 3 **NOT GIVEN**

**IELTS Reading (Activity 78):** 1 **TRUE** *converting less than 10% of the energy into light with the rest as heat* 2 **FALSE** *this light is invisible* 3 **NOT GIVEN** 4 **TRUE** *The bright light produced by standard fluorescent lights makes them an ideal choice for offices and factories.*

**IELTS Reading (Activity 79):** 1 **FALSE** *high quality* 2 **NOT GIVEN** 3 **TRUE** *Economically less developed countries. on the other hand, had the advantage of being able to provide low wage competition,* 4 **TRUE** *out-sourcing, however, was a rational response to the growing competition from overseas*

**IELTS Reading (Activity 80):** 1 **TRUE** *Colossus, the first electronic computer, did not appear until the end of WWII, and with its 1,500 vacuum tubes was even more complex and much heavier than its mechanical predecessor.* 2 **TRUE** *It was only when the silicon-based microchip was invented in the early 1950s that computers started to become more compact.* 3 **NOT GIVEN** 4 **FALSE** *However, this technology is extremely expensive, so manufacturers are continuing to search for a cheaper alternative.* 5 **TRUE** *they are able to produce microchips with very few defects.*




**IELTS Reading (Activity 81):** 1 **FALSE** *The escalating cost of higher education is causing many to question the value of continuing education beyond high school.* 2 **TRUE** *the accumulation of thousands of dollars of debt is, in the long run, worth the investment.* 3 **TRUE** *Most students today—about 80 percent of all students—enroll either in public four-year colleges or in public two-year colleges.* 4 **NOT GIVEN**

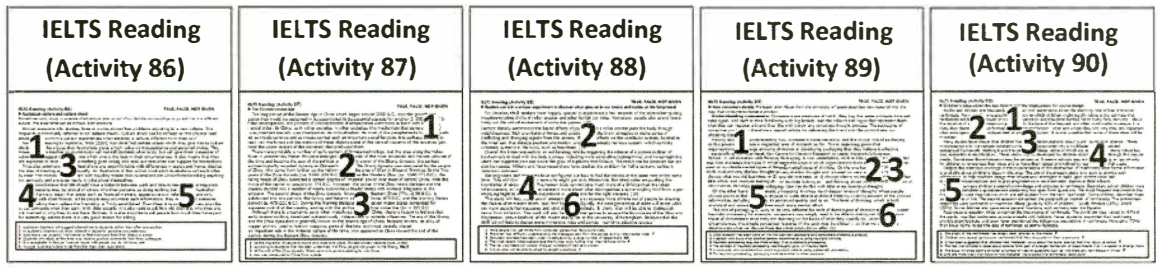
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**IELTS Reading (Activity 82):** 1 **FALSE** *'balanced' bilinguals may have temporary and occasionally permanent advantages over monolinguals: increased sensitivity to communication, a slightly speedier movement through the stages of cognitive development* 2 **FALSE** *being less fixed on the sounds of words and more centred on the meaning of words. Such ability to move away from the sound of words and fix on the meaning of words tends to be a (temporary) advantage for bilinguals around the ages four to six* 3 **NOT GIVEN** 4 **TRUE** *This advantage may mean an initial head start in learning to read and learning to think about language.*

**IELTS Reading (Activity 83):** 1 **FALSE** *Biodiesel and bio-ethanol are cleaner, sustainable alternatives to petroleum-based fuels* 2 **TRUE** *The latter burns more efficiently than petroleum diesel leaving less unburned hydrocarbons, carbon- monoxide and particulates, which means less atmospheric pollution*
3 **FALSE** *energy crops are planted on existing agricultural land, but if this is done it reduces the supply of food crops, creating a surge in food prices. Furthermore, in developing countries people have barely sufficient food to eat and switching to fuel crops could threaten their meagre food supplies.* 4 **NOT GIVEN**

**IELTS Reading (Activity 84)**: 1 **FALSE** *It is easy to train a cormorant to behave like this*
2 **TRUE** *This 'follow response' is nature's way of preventing young birds from straying from their mother.* 3 **TRUE** *The process of imprinting lasts for a period of up to two days after hatching. After this sensitive period* 4 **FALSE** *the effect of the imprinting remains unchanged for the lifetime of the bird and cannot be reversed.* 5 **NOT GIVEN**

**IELTS Reading (Activity 85)**: 1 **TRUE** *with the right to share in its profits, to attend board meetings and to vote on key issues and appointments* 2 **NOT GIVEN** 3 **TRUE** *one of the main factors is the behaviour of people who buy shares, or, as some would have it, 'the madness of crowds'. If many investors think the price of a share is going to go up and buy it, the price of the share will go up until they stop buying.*
4 **FALSE** *The rules for going public are quite strict*




**IELTS Reading (Activity 86):** 1 **TRUE** *a teacher or course tutor will not tell students what to do, but will give them a number of options and suggest they work out which one is the best* 2 **NOT GIVEN** 3 **TRUE** *Australians are uncomfortable with differences in status and hence idealise the idea of treating everyone equally. An illustration of this is that most adult Australians call each other by their first names.* 4 **FALSE** *some students may be critical of others who they perceive as doing nothing but study* 5 **FALSE** *Australian notions of privacy mean that areas such as financial matters, appearance and relationships are only discussed with close friends.* 6 **NOT GIVEN**

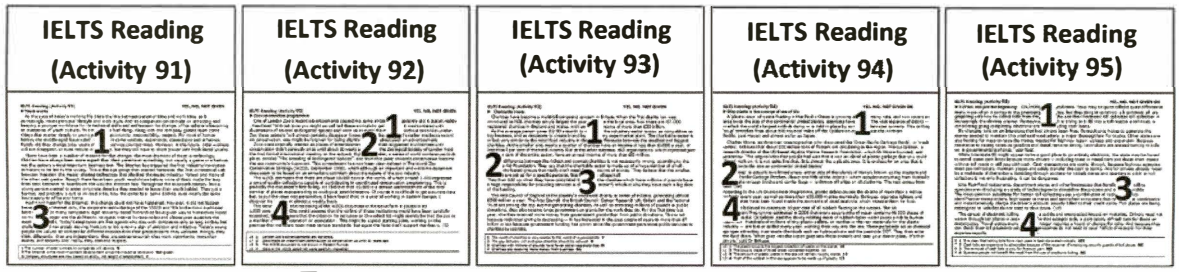
**IELTS Reading (Activity 87):** 1 **TRUE** *In the early stages of this development, the process of urbanization went hand in hand with the establishment of a social order* 2 **FALSE** *The Shang dynasty was conquered by the people of Zhou* 3 **FALSE** *seven major states contended for supreme control of the country* 4 **NOT GIVEN**

**IELTS Reading (Activity 88):** 1 **NOT GIVEN** 2 **TRUE** *the brain struggles to make sense of conflicting and changing signals from the senses.* 3 **NOT GIVEN** 4 **FALSE** *The human body cannot take much more of a G-force than the latest rollercoasters* 5 **NOT GIVEN** 6 **TRUE** *Equally, the next generation of rides will sense when too many people feel nauseous and wind down accordingly. In short, they will be able to distinguish terror from titillation.*

**IELTS Reading (Activity 89)**: 1 **TRUE** *understanding how consumers make decisions, and the crucial role of packaging in this process, has been a neglected area of research so far* 2 **TRUE** *'heuristic processing', which involves very shallow thought and is based on very simple rules: 1) buy what you recognize, 2) choose what you did last time, or 3) choose what a trusted source suggests.* 3 **FALSE** *'heuristic processing', which involves very shallow thought and is based on very simple rules: 1) buy what you recognize, 2) choose what you did last time, or 3) choose what a trusted source suggests. This requires comparatively little effort, and involves looking at - and thinking about — only a small amount of the product information and packaging. One can do this with little or no conscious thought.*
*On the other hand, 'systematic processing' involves much deeper levels of thought. When people choose goods in this way, they engage in quite detailed analytical thinking – taking account of the product information, including its price, its perceived quality and so on. This form of thinking, which is both analytical and conscious, involves much more mental effort.* 4 **NOT GIVEN** 5 **TRUE** *'systematic processing' involves much deeper levels of thought. When people choose goods in this way, they engage in quite detailed analytical thinking – taking account of the product information, including its price, its perceived quality and so on. This form of thinking, which is both analytical and conscious, involves much more mental effort.* 6 **FALSE** *Under heuristic processing for example, consumers may simply need to be able to distinguish the pack from those of competitors*

**IELTS Reading (Activity 90):** 1 **FALSE** *In the face of the frequent and often vivid media coverage,* 2 **FALSE** *independent of any formal tuition.* 3 **TRUE** *misconceptions about 'pure', curriculum science.* 4 **TRUE** *more robust but also accessible to modification* 5 **FALSE** *complete a questionnaire containing five open-form questions* 6 **NOT GIVEN**

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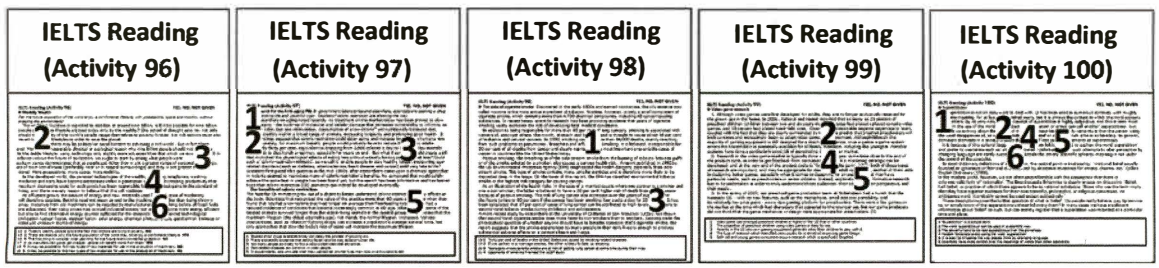

**IELTS Reading (Activity 91):** 1 **NO** *service counted most. However, in the future, older workers will not disappear, or even reduce in numbers,* 2 **NOT GIVEN** 3 **YES** *In many companies, rigid seniority-based hierarchies have given way to hierarchies based on merit. No longer*

**IELTS Reading (Activity 92):** 1 **YES** *patently did it distort reality* 2 **YES** *their suggested involvement with conservation didn't seriously arise until about 30 years ago* 3 **NOT GIVEN** 4 **NO** *One would assume that the calibre of these institutions would have been carefully examined, but it appears that the criterion for inclusion on this select list might merely be that the zoo is a member of a zoo federation or association*

**IELTS Reading (Activity 93):** 1 **YES** *the voluntary sector is now as competitive as big business, and as desperate to create brand loyalty as any supermarket giant.* 2 **NO** *The difference between the richest and poorest charities is not necessarily wrong* 3 **NO** *the charities which have millions of pounds have a huge responsibility for providing services in the public sector?)* 4 **NOT GIVEN**

**IELTS Reading (Activity 94):** 1 **YES** *The vast expanse of debris — in effect the world's largest rubbish dump* 2 **NO** *The 'soup' is actually two linked areas, either side of the islands of Hawaii, known as the Western and Eastern Pacific Garbage Patches* 3 **NOT GIVEN** 4 **YES** *Plastic is believed to constitute 90 per cent of all rubbish floating in the oceans.*

**IELTS Reading (Activity 95):** 1 **YES** *Electronic toll collection is increasingly the obvious answer.* 2 **NOT GIVEN** 3 **NO** *tolling agencies are introducing a variety of technologies to streamline the process and increase profits.* 4 **NOT GIVEN**




**IELTS Reading (Activity 96) :** 1 **NOT GIVEN** 2 **YES** *there may be political or social barriers to achieving a rich world* 3 **NO** *In thinking about the future of civilization, we ought to start by asking what people want .* 4 **YES** *Increasing productivity that results m decreasing costs for such goods has been responsible for the greatest gains in the standard of living, and there is every reason to believe that this will continue.* 5 **NOT GIVEN** 6 **YES** *And long before all fossil fuels are exhausted, their rising prices may compel industrial society not only to become more energy efficient but also to find alternative energy sources*

**IELTS Reading (Activity 97):** 1 **NO** *As researchers on aging noted recently, no treatment on the market today has been proved to slow human aging* 2 **YES** *Those findings suggest that caloric restriction could delay aging and increase longevity in humans, too.* 3 **YES** *Few mortals could stick to that harsh a regimen, especially for years on end* 4 **NOT GIVEN** 5 **YES** *when they found that rats fed a low-calorie diet lived longer on average than free-feeding rats*

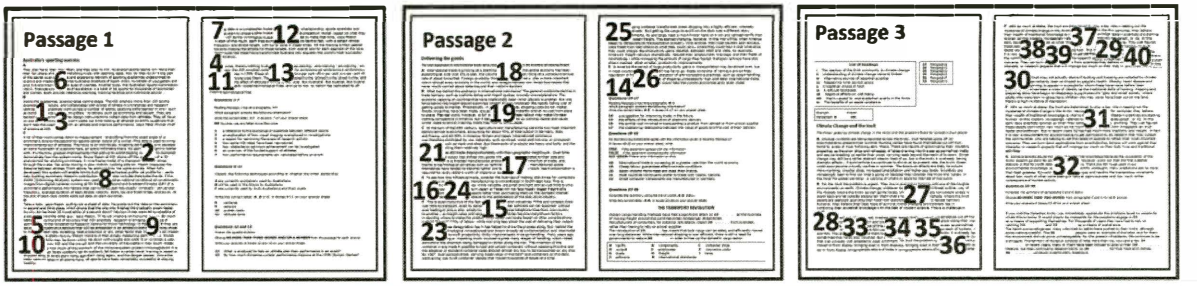
**IELTS Reading (Activity 98):** 1 **NO** *Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer* 2 **NOT GIVEN** 20 3 **YES** *It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.* 4 **NOT GIVEN**

**IELTS Reading (Activity 99):** 1 **NOT GIVEN** 2 **YES** *we predict that preschoolers will both continue and increasingly begin to adopt video games for personal enjoyment.* 3 **NOT GIVEN** 4 **NO** *a marketing strategy can be developed* 5 **YES** *formative research has to be undertaken in order to truly understand those audiences, their abilities, their perspective, and their needs .*

**IELTS Reading (Activity 100):** 1 **NO** *Superstition is not an easy word to deal with* 2 **NO** *the concept of superstition is highly subjective,* 3 **NOT GIVEN** 4 **YES** *modern folklorists tend to eschew the word 'superstition'* 5 **NO** *such attempts to alter perception by changing language are rarely successful.* 6 **YES** *Outside the strictly scientific spheres, meaning is not under the control of the specialist.*

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# Academic - TEST 1 (P:158-163)




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| 1 | ▶ ***PASSAGE 1:***<br>**B** [Paragraph 2-Line 3-4] *AIS scientists work across a number of sports, applying skills learned in one - such as building muscle strength in golfers - to others, such as swimming and squash.* | 21 | **TRUE** [Paragraph 4-Line 1] *Countries still trade disproportionately with their geographic neighbours.* |
| 2 | ***C*** [Paragraph 3-Line 5-6]<br>*To demonstrate how the system works, Bruce Mason at AIS shows off the prototype of a 3D analysis tool for studying swimmers* | 22 | **NOT GIVEN** |
| 3 | **B** [Paragraph 2-Line 6-8] *We can't waste our time looking at ethereal scientific questions that don't help the coach work with an athlete and improve performance,' says Peter Pricker chief of science at AIS .* | 23 | ***G*** [Paragraph 7-Line 1-3] *In many countries deregulation has helped to drive the process along. But, behind the scenes, a series of technological innovations known broadly as containerisation and intermodal transportation has led to swift productivity improvements in cargo-handling.* |
| 4 | **F** [Paragraph 6-Line 1] *Of course, there's nothing to stop other countries copying - and many have tried .* | 24 | **B** [Paragraph 5-Line 4-5] *Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather than purchasing them on the domestic market .* |
| 5 | **D** [Paragraph 4-Line 6-9] *With the Cooperative Research Centre for Micro Technology in Melbourne, …ability to run.* | 25 | ***C*** [Paragraph 8-Line 1-2] *The shipping container transformed ocean shipping into a highly efficient, intensely competitive business.* |
| 6 | ***A*** [Paragraph 1 -Line 4-7] *At the Australian Institute of Sport (AIS), hundreds of youngsters and pros live and train under the eyes of coaches. Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of sportsmen and women. Both provide intensive coaching, training facilities and nutritional advice.* | 26 | ***A*** [Paragraph 9-Line 4] *keep the cost of shipping unnecessarily high* |
| 7 | **E** [Paragraph 5-Line 1-3] *Using data is a complex business. Well before a championship, sports scientists and coaches start to prepare the athlete by developing a 'competition model', based on what they expect will be the winning times* | 27 | ▶ ***PASSAGE 3:***<br>**i** [Paragraph 2-Line 4-7] *in Canada, where the Inuit people are jealously guarding their hard-won autonomy in the country's newest territory, Nunavut, they believe their best hope of survival in this changing environment lies in combining their ancestral knowledge with the best of modern science .* |
| 8 | ***A*** [Paragraph 3-Line 12]<br>*It collects images from digital cameras* | 28 | **vi** [Paragraph 3-Line 1-4] *The Canadian Arctic is a vast, treeless polar desert that's covered with snow for most of the year. Venture into this terrain and you get some idea of the hardships facing anyone who calls this home. Farming is out of the question … a mere 4,500 years ago* |
| 9 | **B** [Paragraph 4-Line 6-8] *they are developing unobtrusive sensors that will be embedded in an athlete's clothes or running shoes to monitor heart rate, sweating, heat production or any other factor that might have an impact on an athlete's ability to run* | 29 | **iii** [Paragraph 4-Line 5-7] *Provisions available in local shops have to be flown into Nunavut on one of the most costly air networks in the world, or brought by supply ship during the few ice-free weeks of summer.* |

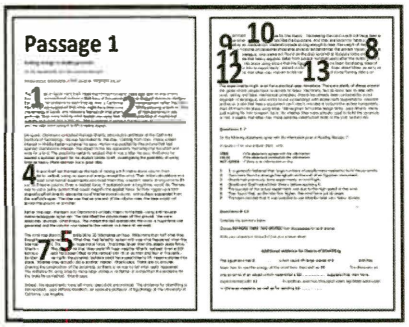
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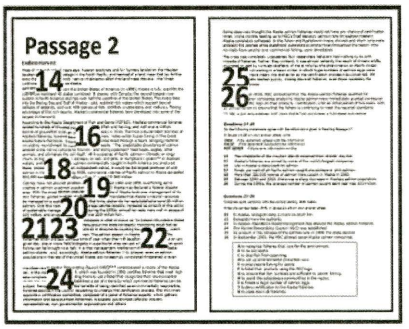
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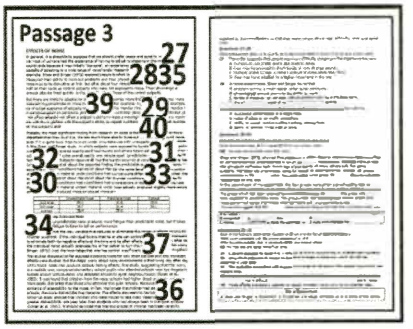
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| 10 | **A** [Paragraph 4-Line 11-13] *After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes' saliva .* | 30 | **vii** [Paragraph 5-Line 1-7] *While the Inuit may not actually starve if hunting and trapping are curtailed by climate change, there has certainly been an impact on people's health. Obesity, heart disease and diabetes are beginning to appear in a people for whom these have never before been problems. There has been a crisis of identity as the traditional skills of hunting, trapping and preparing skins have begun to disappear. In Nunavut's 'igloo and email' society, where adults who were born in igloos have children who may never have been out on the land, there's a high incidence of depression.* |
| 11 | **C** [Paragraph 6-Line 4] *now everyone uses them. The same has happened to the 'altitude tent'* | 31 | **iv** [Paragraph 6-Line 3-7] *And Western scientists are starting to draw on this wisdom, increasingly referred to as 'Inuit Qaujimajatuqangit', or IQ. 'In the early days scientists ignored us when they came up here to study anything. They just figured these people don't know very much so we won't ask them,' says John Amagoalik, an Inuit leader and politician. 'But in recent years IQ has had much more credibility and weight.* |
| 12 | **(a) competition model** [Paragraph 5-Line 2-3] | 32 | **ii** [Paragraph 7-Line 2-5] *Others, however, point out that the first weather stations in the far north date back just 50 years. There are still huge gaps in our environmental knowledge, and despite the scientific onslaught, many predictions are no more than best guesses.* |
| 13 | **(by) 2 percent/%** [Paragraph 6-Line 3] | 33 | **farming** [Paragraph 3-Line 3] |
| 14 | ▶ ***PASSAGE 2:*** **I** [Paragraph 9-Line 5] *Bringing these barriers down would help the world's economies grow even closer .* | 34 | **sea mammals, fish** [Paragraph 3-Line 4] *IN EITHER ORDER* |
| 15 | **F** [Paragraph 6-Line 2-4] *Computer software can be 'exported' without ever loading it onto a ship, simply by transmitting it over telephone lines from one country to another ,* | 35 | **sea mammals, fish** [Paragraph 3-Line 4] *IN EITHER ORDER* |
| 16 | **E** [Paragraph 5-Line 4-5] *Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather than purchasing them on the domestic market .* | 36 | **Thule** [Paragraph 3-Line 7] |
| 17 | **D** [Paragraph 4-Line 5-6] *As a result, less transportation is required for every dollar's worth of imports or exports .* | 37 | **islands** [Paragraph 4-Line 2] |
| 18 | **TRUE** [Paragraph 1-Line 1-3] *While the global economy has been expanding at a bit over 3% a year, the volume of trade has been rising at a compound annual rate of about twice that .* | 38 | **nomadic** [Paragraph 4-Line 4] |
| 19 | **FALSE** [Paragraph 2-Line 7-9] *Cheap labour may make Chinese clothing competitive in America, but if delays in shipment lie up working capital and cause winter coats to arrive in spring, trade may lose its advantages.* | 39 | **nature** [Paragraph 4-Line 5] |
| 20 | **NOT GIVEN** | 40 | **imported** [Paragraph 4-Line 8] |

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# Academic - TEST 2 (P:164-169)




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| 1 | ▶ ***PASSAGE 1:***<br>**TRUE** [Paragraph 1-Line 2] *conventional picture is that tens of thousands of slaves dragged stones on sledges.* | 21 | **G** [Paragraph 5-Line 1-3] *The primary reason for such increases is what is known as 'In-Season Abundance-Based Management'. There are biologists throughout the state constantly monitoring adult fish as they show up to spawn* |
| 2 | **FALSE** [Paragraph 1-Line 4-5] *While perusing a book on the monuments of Egypt, she noticed a hieroglyph* | 22 | **E** [Paragraph 5-Line 5-6] *but on any given day, one or more field biologists in a particular area can put a halt* |
| 3 | **NOT GIVEN** | 23 | **B** [Paragraph 5-Line 1-3] *The primary reason for such increases is what is known as 'In-Season Abundance-Based Management'. There are biologists throughout the state constantly monitoring adult fish as they show up to spawn* |
| 4 | **TRUE** [Paragraph 3-Line 1-2] *Gharib and Graff set themselves the task of raising a 4.5-metre stone column from horizontal to vertical, using no source of energy except the wind .* | 24 | **A** [Paragraph 6-Line 2-4] *The Council, which was founded in 1996, certifies fisheries that meet high environmental standards, enabling them to use a label that recognises their environmental responsibility .* |
| 5 | **FALSE** [Paragraph 5-Line 2-3] *What they had failed to reckon with was what happened when the kite was opened. There was a huge initial force - five times larger than the steady state force ,* | 25 | **K** [Paragraph 6-Line 1-2] *OR* [Paragraph 8-Line 6-7] *In 1999, the Marine Stewardship Council (MSC)*** commissioned a review of the Alaska salmon fishery .*<br>*However, the state reacted quickly, closing down all fisheries, even those necessary for subsistence purposes.* |
| 6 | **NOT GIVEN** | 26 | **F** [Paragraph 9-Line 1-3] *In September 2000, MSC announced that the Alaska salmon fisheries qualified for certification. Seven companies producing Alaska salmon were immediately granted permission to display the MSC logo on their products .* |
| 7 | **TRUE** [Paragraph 5-Line 4-5] *This jerk meant that kites could lift huge weights, Gharib realised. Even a 300-tonne column could have been lifted to the vertical with 40 or so men and four or five sails* | 27 | ▶ ***PASSAGE 3:***<br>**D** [Paragraph 1-Line 1-3] *And yet most of us have had the experience of having to adjust to sleeping in the mountains or the countryside because it was initially 'too quiet', an experience that suggests that humans are capable of adapting to a wide range of noise levels .* |
| 8 | **(wooden) pulleys** [Paragraph 7-Line2- 3] | 28 | **C** [Paragraph 1-Line 4-8] *For example, Glass and Singer (1972) exposed people to short bursts of very loud noise and then measured their ability to work out problems and their physiological reactions to the noise. The noise was quite disruptive at first, but after about four minutes the subjects were doing just as well on their tasks as control subjects who were not exposed to noise.* |

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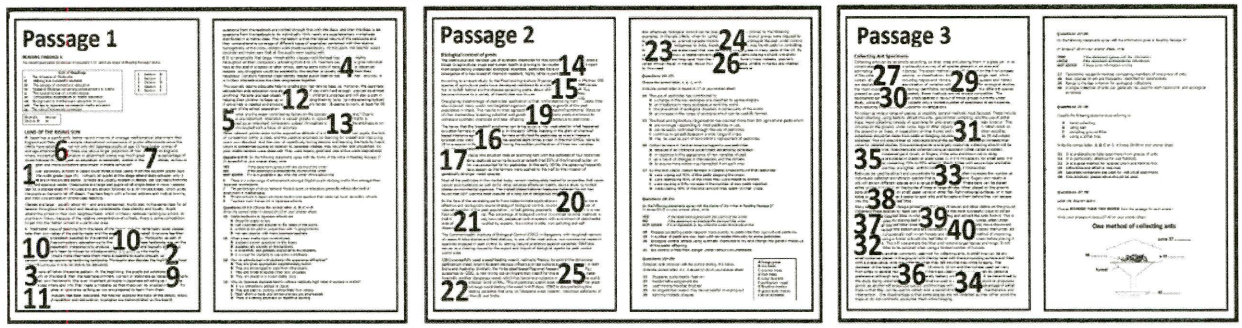
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| | | | |
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| 9 | **stone** [Paragraph 7-Line4] | 29 | **A** [Paragraph 2-Line 4-5] *Similarly, noise did not affect a subject's ability to track a moving line with a steering wheel ,* |
| 10 | **(accomplished) sailors** [Paragraph 7-Line 2] | 30 | **B** [Paragraph 3-Line 13-14] *soft, unpredictable noise actually produced slightly more errors on this task than the loud, predictable noise .* |
| 11 | **(modern) glider** [Paragraph 7-Line 6] | 31 | **D** [Paragraph 3-Line 6-7] *others heard the same amount of noise overall* |
| 12 | **flight** [Paragraph 7-Line 8] | 32 | **F** [Paragraph 3-Line 8-9] *Subjects reported finding the predictable and unpredictable noise equally annoying, and all subjects performed at about the same level during the noise portion of the experiment .* |
| 13 | **messages** [Paragraph 7-Line 9] | 33 | **I** [Paragraph 3-Line 11-13] *As shown in Table 1 the unpredictable noise produced more errors in the later proofreading task than predictable noise ; and* |
| 14 | ▶ ***PASSAGE 2:*** **FALSE** [Paragraph 1-Line 3] *The islands' native inhabitants called this land mass Aleyska* | 34 | **B** [Paragraph 4-Line 1-2] *Apparently, unpredictable noise produces more fatigue than predictable noise, but it takes a while for this fatigue to take its toll on performance .* |
| 15 | **NOT GIVEN** | 35 | **A** [Paragraph 1-Line 4-8] *For example, Glass and Singer (1972) exposed people to short bursts of very loud noise and then measured their ability to work out problems and their physiological reactions to the noise. The noise was quite disruptive at first, but after about four minutes the subjects were doing just as well on their tasks as control subjects who were not exposed to noise.* |
| 16 | **TRUE** [Paragraph 3-Line 4-6] *'Salmon,' notes writer Susan Ewing in The Great Alaska Nature Factbook, 'pump through Alaska like blood through a heart, bringing rhythmic, circulating nourishment to land, animals and people .'* | 36 | **D** [Paragraph 6-Line 9-12] *A follow-up study showed that children who were moved to less noisy classrooms still showed greater distractibility one year later than students who had always been in the quiet schools (Cohen et al, 1981)* |
| 17 | **NOT GIVEN** | 37 | **A** [Paragraph 5-Line 4-5] *(Glass and Singer, 1972). Just the knowledge that one has control is sufficient.* |
| 18 | **TRUE** [Paragraph 3-Line 12-13] *During 2000, commercial catches of Pacific salmon in Alaska exceeded 320,000 tonnes, with an ex-vessel value of over $US 260 million .* | 38 | **E** |
| 19 | **TRUE** [Paragraph 4-Line 1-2] *Between 1940 and 1959, overfishing led to crashes in salmon populations so severe* | 39 | **B** [Paragraph 2-Line 2] *For example, high noise levels interfered with the performance of subjects who were required to monitor three dials at a time, a task not unlike that of an aeroplane pilot or an air-traffic controller (Broadbent, 1957) .* |
| 20 | **FALSE** [Paragraph 4-Line 7-8] *during the 1990s, annual harvests were well in excess of 100 million, and on several occasions over 200 million fish .* | 40 | **C** [Paragraph 2-Line 5-6] *but it did interfere with the subject's ability to repeat numbers while tracking (Finkelman and Glass, 1970).* |

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# Academic - TEST 3 (P:170-175)




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| 1 | ▶ ***PASSAGE 1:***<br>**vii** [Paragraph 2- Line 1-2] *Lower secondary schools in Japan cover three school years, from the seventh grade (age 13) to the ninth grade (age 15)* | 21 | **YES** [Paragraph 7-Line 6] *When handled by experts, bio-control is safe, non-polluting and self-dispersing.* |
| 2 | **i** [Paragraph 4-Line 7-9] *Besides approving textbooks, Monbusho also decides the highly centralised national curriculum and how it is to be delivered.* | 22 | **D** *fruit trees* [Paragraph 9-Line 9] |
| 3 | **v** [Paragraph 5-Line 1-2] *Lessons all follow the same pattern. At the beginning, the pupils put solutions to the homework on the board, then the teachers comment, correct or elaborate as necessary.* | 23 | **H** *grass-scale insect* [Paragraph 10-Line 5] |
| 4 | ***ii*** [Paragraph 7-Line 3-5] *In observed lessons, any strugglers would be assisted by the teacher or quietly seek help from their neighbour.* | 24 | ***C*** *coconut* [Paragraph 10-Line 2] |
| 5 | **viii** [Paragraph 9-Line 1-2] *So what are the major contributing factors in the success of maths teaching? Clearly, attitudes are important. Education is valued greatly in Japanese culture;* | 25 | **E** *water hyacinth* [Paragraph 9-Line 4-5] |
| 6 | **YES** [Paragraph 1-Line 4-5] *but there was also a larger proportion of 'low' attainers in England, where, incidentally, the variation in attainment scores was much greater.* | 26 | **B** *rice fields* [Paragraph 10-Line 8] |
| 7 | **NO** [Paragraph 1-Line 5-7] *The percentage of Gross National Product spent on education is reasonably similar in the two countries, so how is this higher and more consistent attainment in maths achieved?* | 27 | ▶ ***PASSAGE 3:***<br>**TRUE** [Paragraph 1-Line 4-6]<br>*For taxonomy, or classification, long series, from a single nest, which contain all castes (workers, including majors and minors, and, if present, queens and males) are desirable, to allow the determination of variation within species.* |
| 8 | **NOT GIVEN** | 28 | **NOT GIVEN** |
| 9 | **NO** [Paragraph 5-Line 2-3]<br>*Pupils mark their own homework* | 29 | **TRUE** [Paragraph 1-Line 6-8] *For ecological studies, the most important factor is collecting identifiable samples of as many of the different species present as possible.* |

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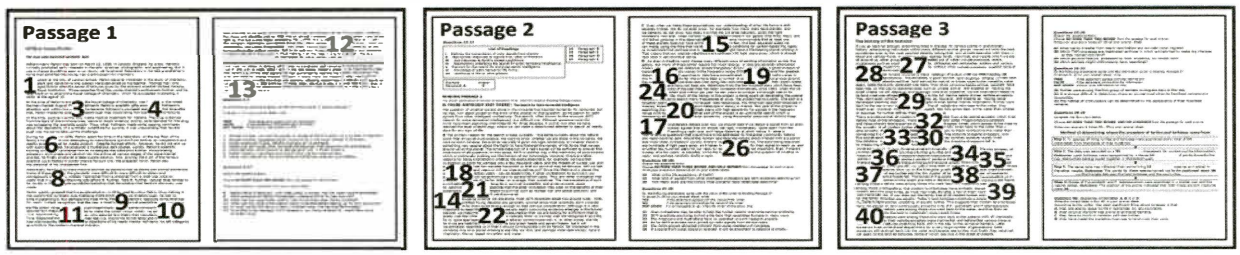
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| 10 | **B** [Paragraph 4-Line 4-5 &7] *These textbooks are, on the whole, small, presumably inexpensive to produce… he felt this would make them more accessible to pupils* | 30 | **FALSE** [Paragraph 1-Line 8] *unfortunately, these methods are not always compatible* |
| 11 | **C** [Paragraph 6-Line 1-2] *After the homework has been discussed, the teacher explains the topic of the lesson, slowly and with a lot of repetition and elaboration .* | 31 | **A** [Paragraph 2-Line 5-7] *When possible, collections should be made from nests or foraging columns and at least 20 to 25 individuals collected.* |
| 12 | **A** [Paragraph 8-Line 4-5] *sending them to 'Juku' (private evening tuition) if extra help is needed and encouraging them to work harder .* | 32 | **C** [Paragraph 4-Line 7] *This method works especially well in rain forests and marshy areas.* |
| 13 | **C** [Paragraph 9-Line 2-4] *maths is recognised as an important compulsory subject throughout schooling ; and the emphasis is on hard work coupled with a focus on accuracy.* | 33 | **B** [Paragraph 3-Line 1-2] *This often increases the number of individuals collected and attracts species that are otherwise elusive.* |
| 14 | ▶ ***PASSAGE 2:*** **B** [Paragraph 1-Line 2-3] *Apart from engendering widespread ecological disorders* | 34 | **D** [Paragraph 5-Line 8-10] *One advantage of pitfall traps is that they can be used to collect over a period of time with minimal maintenance and intervention.* |
| 15 | **A** [Paragraph 2-Line 1-2] *more than 300 species of agricultural pests have developed resistance to a wide range of potent chemicals.* | 35 | **A** [Paragraph 2-Line 11] *Individual insects are placed in plastic or glass tubes* |
| 16 | **D** [Paragraph 4-Line 3-4] *the farmers avidly took to pesticides as a sure measure to boost crop yield .* | 36 | **D** [ Paragraph 5- Line 7-8] *The preservative used is usually ethylene glycol or propylene glycol, as alcohol will evaporate quickly and the traps will dry out.* |
| 17 | **D** [Paragraph 5-Line 1-3] *By the mid-1960s, the situation took an alarming turn with the outbreak of four more new pests, necessitating pesticide spraying to such an extent that 50% of the financial outlay on cotton production was accounted for by pesticides.* | 37 | **Heat** [Paragraph 4 -Line 5] |
| 18 | **NOT GIVEN** | 38 | **leaf litter** [Paragraph 3-Line 7] |
| 19 | **YES** [Paragraph 3-Line 4-5] *many pests are known to withstand synthetic chemicals and bear offspring with a built-in resistance to pesticides .* | 39 | **screen** [Paragraph 4-Line 4] |
| 20 | **NO** [Paragraph 7-Line 1-3] *a more effective and ecologically sound strategy of biological control, involving the selective use of natural enemies of the pest population* | 40 | **alcohol** [Paragraph 4-Line 6] |

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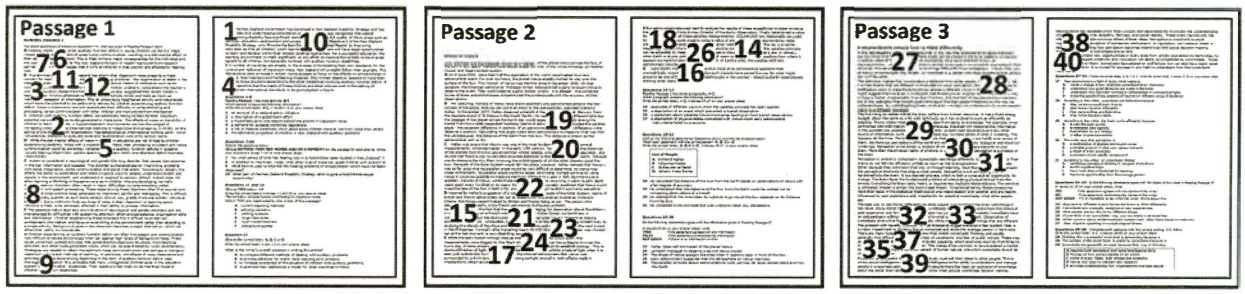
# Academic - TEST 4 (P:176-181)




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| 1 | ▶ ***PASSAGE 1:***<br>**FALSE** [Paragraph 1-Line 2-4]<br>*His talent and devotion to the subject were perceived by his teacher, Thomas Hall, who encouraged him to attend a series of lectures given by the eminent scientist Michael Faraday at the Royal Institution.* | 21 | **YES** [Paragraph 1-Line 16-18] *It is even possible that the older civilisation may pass on the benefits of their experience in dealing with threats to survival such as nuclear war and global pollution, and other threats that we haven't yet discovered.* |
| 2 | **NOT GIVEN** | 22 | **YES** [Paragraph 2-Line 6-7] *if it differs radically from us we may well not recognise it as a life form, quite apart from whether we are able to communicate with it.* |
| 3 | **FALSE** [Paragraph 2-Line 3]<br>*he became Hofmann's youngest assistant.* | 23 | **NOT GIVEN** |
| 4 | **TRUE** [Paragraph 3-Line 3-4] *Not long after that, Perkin made the scientific breakthrough that would bring him both fame and fortune .* | 24 | **NO** [Paragraph 4-Line 8-9] *Until now there have not been any detections from the few hundred stars which have been searched.* |
| 5 | **NOT GIVEN** | 25 | **NOT GIVEN** |
| 6 | **TRUE** [Paragraph 4-Line 2-3] *He was attempting to manufacture quinine from aniline, an inexpensive and readily available coal tar waste product .* | 26 | **NO** [Paragraph 5-Line 8-10] *It's not important, then, if there's a delay of a few years, or decades, while the human race debates the question of whether to reply, and perhaps carefully drafts a reply .* |
| 7 | **NOT GIVEN** | 27 | ▶ ***PASSAGE 3:***<br>**plants** [Paragraph 1-Line 7] |
| 8 | **(the / only) rich** [Paragraph 5-Line 4] | 28 | **breathing and reproduction** [Paragraph2-Line 2] |
| 9 | **commercial (possibilities)**<br>[Paragraph 6-Line 4] | 29 | **gills** [Paragraph 2-Line 9] |
| 10 | **mauve (was/is)** [Paragraph 7-Line 2] | 30 | **dolphins** [Paragraph 3-Line 7] |
| 11 | **(Robert) Pullar** [Paragraph 8-Line 3] | 31 | **NOT GIVEN** |
| 12 | **(in) France** [Paragraph 8-Line 4] | 32 | **FALSE** [Paragraph 3-Line 4-5] *You might wonder how we can tell whether fossil animals lived on land or in water, especially if only fragments are found.* |
| 13 | **malaria (is)** [Paragraph 9-Line 9] | 33 | **TRUE** [Paragraph 3-Line 7] *The fossils look like* |
| 14 | ▶ ***PASSAGE 2:*** **iv** [Paragraph 3-Line 1]<br>*In discussing whether we are alone, most SETI scientists adopt two ground rules* | 34 | **three measurements** [Paragraph 4-Line 1] |
| 15 | **vii** [Paragraph 3-Line 6-9 *in fact, the best educated guess we can make, using the little that we do know about the conditions for carbon-based life, leads us to estimate that perhaps one in 100,000 stars might have a life-bearing planet orbiting it.* | 35 | **(triangular) graph** [Paragraph 4-Line2- 3] |
| 16 | **i** [Paragraph 4-Line 5] *so all searches to date have concentrated on looking for* | 36 | **cluster** [Paragraph 4-Line 4] |
| 17 | **ii** [Paragraph 5-Line 1-2] *There* is *considerable debate over how we should react if we detect a signal from an alien civilisation. Everybody agrees that we should not reply immediately.* | 37 | **amphibious** [Paragraph 4-Line 7] |
| 18 | **several billion years** [Paragraph 1-Line 12] | 38 | **half way** [Paragraph 4-Line 7] |
| 19 | **radio (waves/signals)**<br>[Paragraph 5-Line 5-7]<br>*radio waves in this frequency range. So far there have been a number of searches by various groups around the world* | 39 | **dry-land tortoises** [Paragraph 4-Line 11] |
| 20 | **1000 (stars)** [Paragraph 4-Line 15] | 40 | **D** [Paragraph 5-Line 1] *Tortoises therefore represent a remarkable double return* |

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# Academic - TEST 5 (P:182-187)




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| | ▶ ***PASSAGE 1:*** | | **C** [Paragraph 4-Line 7-8] *rolling ruled out any attempt at making accurate observations .* |
| 1 | **H** [Paragraph 8-Line 1-2] *The New Zealand Government has developed a New Zealand Disability Strategy and has embarked on a wide-ranging consultation process.* | 21 | |
| 2 | **C** [Paragraph 3-Line 4-6] *The International Institute of Noise Control Engineering (I-INCE), on the advice of the World Health Organization, has established an international working party, which includes New Zealand, to evaluate noise and reverberation control for school rooms.* | 22 | **FALSE** [Paragraph 3-Line 12] *though he didn't survive to see either .* |
| 3 | **B** [Paragraph 2-Line 5-7] *Education researchers Nelson and Soli have also suggested that recent trends in learning often involve collaborative interaction of multiple minds and tools as much as individual possession of information .* | 23 | **FALSE** [Paragraph 4-Line 10-11] *his view was clouded out at the last moment,* |
| 4 | **I** [Paragraph 9-Line 6] *It is imperative that the needs of these children are taken into account in the setting of appropriate international standards to be promulgated in future.* | 24 | **TRUE** [Paragraph 5-Line 2-3] *When Venus begins to cross the Sun's disc, it looks smeared not circular - which makes it difficult to establish timings .* |
| 5 | **D** [Paragraph 4-Line 3-5] *The auditory function deficits in question include hearing impairment, autistic spectrum disorders (ASD) and attention deficit disorders (ADD/ADHD).* | 25 | **NOT GIVEN** |
| 6 | **A** [Paragraph 1-Line 4] *The New Zealand Ministry of Health has found from research carried out over two decades that 6-10% of children in that country are affected by hearing loss.* | 26 | **TRUE** [Paragraph 6-Line 7] *distances to the stars* |
| 7 | **two decades** [Paragraph 1-Line 5] | 27 | ▶ ***PASSAGE 3:*** **C** [Paragraph 1-Line 3-5] *These discoveries have led to the field known as neuroeconomics, which studies the brain's secrets to success in an economic environment that demands innovation and being able to do things differently from competitors .* |
| 8 | **crowd (noise)** [Paragraph 5-Line 9] | 28 | **B** Paragraph 2-Line 1-2] *it is their brains that are different* |
| 9 | **invisible (disabilities/disability)** [Paragraph 7-Line 9] | 29 | **D** [Paragraph 3-Line 5] *it will draw on both past experience* |
| 10 | **Objective 3** [Paragraph 8-Line 4] | 30 | **C** [Paragraph 3-Line 10-11] *perception is a product of the brain .* |

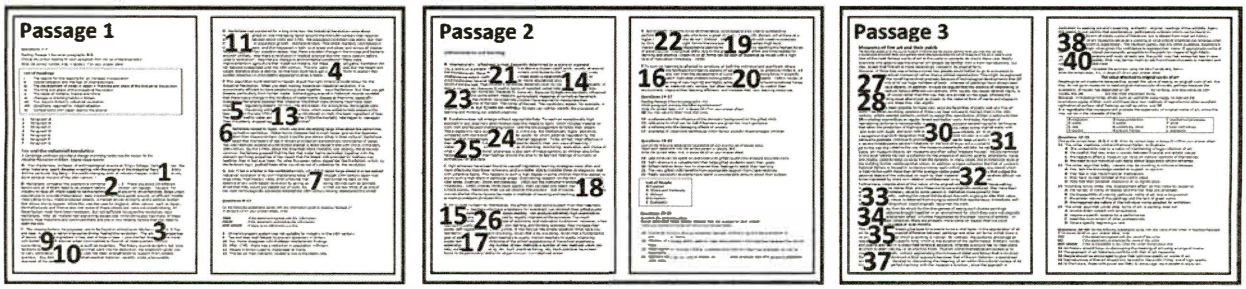
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| 11 | **A, C** [Paragraph 2-Line 7] *IN EITHER ORDER Modern teaching practices* | 31 | **B** [Paragraph 4-Line 1-2] *Their brains do not fall into efficiency pitfalls* |
| 12 | **A, C** *IN EITHER ORDER* [Paragraph 2-Line 8] *mechanical means of ventilation* | 32 | **YES** [Paragraph 5-Line 2-3] *Novelty releases the perceptual process from the chains of past experience and forces the brain to make new judgments.* |
| 13 | **C** Title: *Children with auditory problems* | 33 | **YES** [Paragraph 5-Line 3-4] *Successful iconoclasts have an extraordinary willingness to be exposed to what is fresh and different.* |
| 14 | ▶ ***PASSAGE 2:*** **F** [Paragraph 6-Line 6-7] *The parallax principle can be extended to measure* | 34 | **NOT GIVEN** |
| 15 | **D** [Paragraph 4-Line 6-8] *Fleeing on a French warship crossing the Indian Ocean, Le Gentil saw a wonderful transit - but the ship's pitching and rolling ruled out any attempt at making accurate observations* | 35 | **NO** [Paragraph 5-Line 7-8] *It is simply a common variant of human nature, one which iconoclasts do not let inhibit their reactions .* |
| 16 | **G** [Paragraph 7-Line 2-4] *But such transits have paved the way for what might prove to be one of the most vital breakthroughs in the cosmos - detecting Earth-sized planets orbiting other stars.* | 36 | **NOT GIVEN** |
| 17 | **E** [Paragraph 5-Line 5-7] *While this showed astronomers that Venus was surrounded by a thick layer of gases refracting sunlight around it, both effects made it impossible to obtain accurate timings.* | 37 | **NO** [Paragraph 5-Line 5-7] *But fear of public speaking, which everyone must do from time to time, afflicts one-third of the population. This makes it too common to be considered a mental disorder .* |
| 18 | **D** [Paragraph 6-Line 2-4] *Johann Franz Encke, Director of the Berlin Observatory, finally determined a value for the AU based on all these parallax measurements: 153,340,000 km. Reasonably accurate for the time, that is quite close to today's value of 149,597,870 km* | 38 | **A** [Paragraph 6-Line9-10] *Understanding how perception becomes intertwined with social decision making shows why successful iconoclasts are so rare.* |
| 19 | **A** [Paragraph 2-Line 5-9] *By timing the transit from two widely-separated locations, teams of astronomers could calculate the parallax angle - the apparent difference in position of an astronomical body due to a difference in the observer's position. Calculating this angle would allow astronomers to measure what was then the ultimate goal: the distance of the Earth from the Sun.* | 39 | **B** [Paragraph 6-Line 3-4] *In the last decade there has been an explosion of knowledge about the social brain and how the brain works when groups coordinate decision making.* |
| 20 | **B** [Paragraph 3-Line 2-3] *the distances of the planets from the Sun governed their orbital speeds, which were easily measurable .* | 40 | **C** [Paragraph 7-Line 1-2] *Iconoclasts create new opportunities in every area from artistic expression to technology to business. They supply creativity and innovation not easily accomplished by committees. Rules aren't important to them. Iconoclasts face alienation and failure, but can also be a major asset to any organization.* |

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# Academic - TEST 6 (P:188-193)




| | | | |
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| 1 | ▶ ***PASSAGE 1:***<br>**iv** [Paragraph 1-Line 2-4] *Why did this particular Big Bang – the world-changing birth of industry-happen in Britain? And why did it strike at the end of the 18th century?* | 21 | ***A*** [Paragraph 1-Line 4-5] *a very close positive relationship was found when children's IQ scores were compared with their home educational provision ( Freeman , 2010)* |
| 2 | **viii** [Paragraph 2-Line 1-2] *There are about 20 different factors and all of them need to be present before the revolution can happen ,* | 22 | ***C*** [Paragraph 5-Line 2-3] *individuals who know a great deal about a specific domain will achieve at a higher level than those who do not ( Elshout , 1995) .* |
| 3 | **vii** [Paragraph 3-Line 1-2] *Tea and beer, two of the nation's favourite drinks, fuelled the revolution* | 23 | **books and activities** [Paragraph 1-Line 8] |
| 4 | **i** [Paragraph 4-Line 11-12] *Efforts to explain this sudden reduction in child deaths appeared to draw a blank .'* | 24 | **internal regulation/self-regulation** [Paragraph 2-Line 6] |
| 5 | **vi** [Paragraph 5-Line 9-11] *But in the late 17th century a tax was introduced on malt, the basic ingredient of beer. The poor turned to water and gin and in the 1720s the mortality rate began to rise again . Then it suddenly dropped again. What caused this?'* | 25 | **emotional awareness** [Paragraph 2-Line 9] |
| 6 | **ix** [Paragraph 6-Line 1-2] *Macfarlane looked to Japan, which was also developing large cities about the same time, and also had no sanitation .* | 26 | **spoon-feeding** [Paragraph 4-Line 3] |
| 7 | **ii** [Paragraph 7-Line 3-5] *it had turned its back on the essence of any work-based revolution by giving up labour-saving devices such as animals, afraid that they would put people out of work.* | 27 | ▶ ***PASSAGE 3:***<br>**B** [Paragraph 2-Line 4] *made it possible to print out huge numbers of texts* |
| 8 | **NOT GIVEN** | 28 | **H** *meaning of words* [Paragraph 2-Line 7] |
| 9 | **TRUE** [Paragraph 3-Line 4-6] *allowed urban communities to flourish at close quarters without succumbing to water-borne diseases such as dysentery* | 29 | **L** *workshop apprentices* [Paragraph 3-Line 4] |
| 10 | **FALSE** [Paragraph 3-Line 7-9] *Macfarlanes case has been strengthened by support from notable quarters – Roy Porter, the distinguished medical historian, recently wrote a favourable appraisal of his research* | 30 | ***G*** [Paragraph 3-Line 6] *to the original scale* |

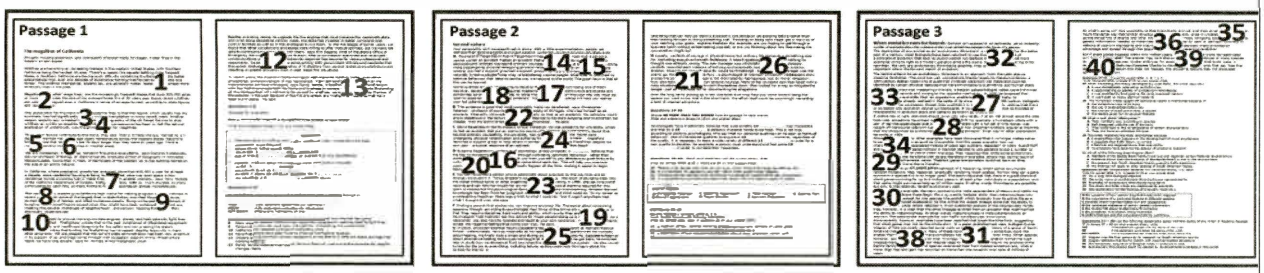
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| | | | |
|---|---|---|---|
| 11 | **FALSE** [Paragraph 4-Line 3-4] *Between about 1650 and 1740, the population in Britain was static. But then there was a burst in population growth .* | 31 | **D** [Paragraph 3-Line 2-3] *this seems to place severe limitations on the kind of experience offered to visitors .* |
| 12 | **NOT GIVEN** | 32 | **C** [Paragraph 4-Line 8-9] *it is therefore difficult not to be impressed by one's own relative 'worthlessness' in such an environment.* |
| 13 | **TRUE** [Paragraph 1-Line 10-11] *in the 1720s the mortality rate began to rise again.* | 33 | **D** [Paragraph 5-Line 5-6] *so today's viewer is deterred from trying to extend that spontaneous, immediate, self-reliant kind of reading which would originally have met the work .* |
| 14 | ▶ ***PASSAGE 2:*** **A** [Paragraph 1-Line 5-8] *The higher the children's IQ scores, especially over IQ 130, the better the quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities* | 34 | **A** [Paragraph 6-Line 1-3]*The visitor may then be struck by the strangeness of seeing such diverse paintings, drawings and sculptures brought together in an environment for which they were not originally created. This 'displacement effect' is further heightened by the sheer volume of exhibits* |
| 15 | **D** [Paragraph 4-Line 2-3] *Conversely, teachers who have a tendency to 'overdirect' can diminish their gifted pupils' learning autonomy* | 35 | **D** [Paragraph 7-Line 2-3] *A fundamental difference between paintings and other art forms is that there is no prescribed time over which a painting is viewed* |
| 16 | **F** [Paragraph 6-Line 3-4] *Fear, for example, can limit the development of curiosity, which is a strong force in scientific advance, because it motivates problem-solving behaviour* | 36 | **NOT GIVEN** |
| 17 | **D** [Paragraph 4-Line 11-13] *There are quite a number of new methods which can help, such as child- initiated learning, ability-peer tutoring, etc. Such practices have been found to be particularly useful for bright children from deprived areas .* | 37 | **NO** [Paragraph 7-Line 10] *This is in perfect harmony with the museum s function* |
| 18 | **B** [Paragraph 3-Line 5-7] *If they [the gifted] merely think more quickly, then we need only teach more quickly. If they merely make fewer errors, then we can shorten the practice* | 38 | **YES** [Paragraph 8-Line 14-15] *The displays of art museums serve as a warning of what critical practices can emerge when spontaneous criticism is suppressed.* |
| 19 | **D** [Paragraph 5-Line 3-5] *Research with creative scientists by Simonton (1988) brought him to the conclusion that above a certain high level, characteristics such as independence seemed to contribute more to reaching the highest levels of expertise* | 39 | **NOT GIVEN** |
| 20 | **E** [Paragraph 6-Line 4-6] *In Boekaerts ' (1991) review of emotion the learning of very high IQ and highly achieving children, she found emotional forces in harness.* | 40 | **NO** [Paragraph 8-Line 20-21] *Unfortunately, that may be too much to ask from those who seek to maintain and control the art establishment .* |

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# Academic - TEST 7 (P:194-199)




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|---|---|---|---|
| 1 | ▶ ***PASSAGE 1:***<br>**spread** [Paragraph 1-Line 5] | 21 | **G** [Paragraph 10-Line 7-8] *courage is not motivated by fearlessness, but by moral obligation. Pury also believes that people can acquire courage* |
| 2 | **10/ten times** [Paragraph 2-Line 2] | 22 | **A** [Paragraph 3-Line 4-5] *So he learned to be more outgoing and to entertain his classes. 'Now my extroverted behaviour is spontaneous* |
| 3 | **below** [Paragraph 3-Line 2] | 23 | **E** [Paragraph 6-Line 4-5] *The physical stamina required for this sport is intense but the psychological demands are even more overwhelming.* |
| 4 | **fuel** [Paragraph 3-Line 5] | 24 | **C** [Paragraph 4-Line 5-6] *He took action despite his own pain - a typical response of an optimist.* |
| 5 | **seasons** [Paragraph 4-Line 3] | 25 | **G** [Paragraph 8-Line 4-5] *When he got back, he switched labs to study how cerebrospinal fluid nourishes the developing nervous system* |
| 6 | **homes/housing** [Paragraph 4-Line 4] | 26 | **H** [Paragraph 10-Line 3-5] *Pedeleose carefully recorded each instance of bullying and eventually took the evidence to a senior director, knowing his own job security would be threatened .* |
| 7 | **TRUE** [Paragraph 6-Line 2-3]<br>*What once was open space is now residential homes* | 27 | ▶ ***PASSAGE 3:***<br>**C** [Paragraph 3-Line 4-6] *Early 20th-century biologists came to a similar conclusion, though they qualified it in terms of probability, stating that there is no reason why evolution cannot run backwards - it is just very unlikely.* |
| 8 | **FALSE** [Paragraph 7-Line 1-2]<br>*many experts give California high marks for making progress on preparedness in recent years* | 28 | **D** [Paragraph 4-Line 4-5] *Explorer Roy Chapman Andrews argued at the time that the whale must be a throwback to a land-living ancestor .* |
| 9 | **TRUE** [Paragraph 7-Line 3-4]<br>*criticism of bungling that allowed fires to spread when they might have been contained* | 29 | **C** [Paragraph 5-Line 7-8] *If these silent genes are somehow switched back on, they argued, longlost traits could reappear.* |
| 10 | **TRUE** [Paragraph 8-Line 1-2]<br>*State promises to provide more up-to-date engines, planes, and helicopters to fight fires have been fulfilled* | 30 | **B** [Paragraph 7-Line 7] *As a possible example, the team pointed to the mole salamanders of Mexico and California.* |

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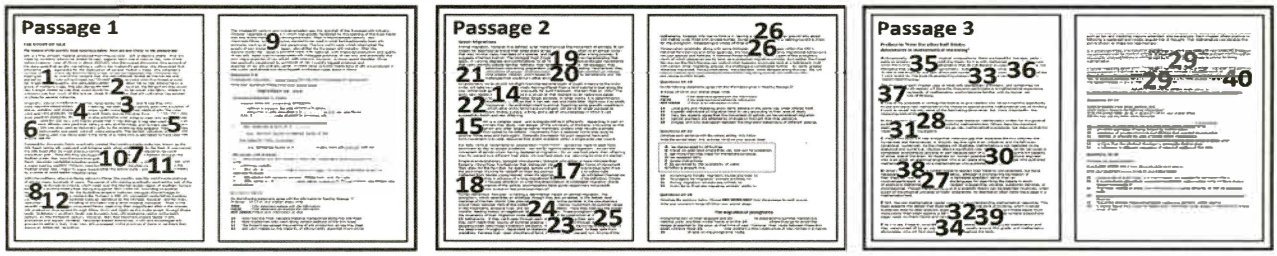
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| **11** | **NOT GIVEN** | **31** | ***A*** [Paragraph 8-Line 7-9] *According to his analysis of the Bachia family tree, the toed species re-evolved toes from toeless ancestors and, what is more, digit loss and gain has occurred on more than one occasion over tens of millions of years .* |
| **12** | **FALSE** [Paragraph 9-Line 8] *There is a sense among both government officials and residents* | **32** | **F** [Paragraph 1-Line 1-3] *For the better part of a century, most biologists have been reluctant to use those words, mindful of a principle of evolution that says 'evolution cannot run backwards.* |
| **13** | **FALSE** [Paragraph 10-Line 4-7] *' Notwithstanding all the damage that will continue to be caused by wildfires, we will no longer suffer the loss of life endured in the past because of the fire prevention and firefighting measures that have been put in place,* | **33** | ***G*** [Paragraph 3-Line 1-2] *While Lombroso was measuring criminals, a Belgian palaeontologist called Louis Dollo was studying fossil records and coming to the opposite conclusion* |
| **14** | ▶ ***PASSAGE 2:*** **transformation/change** [Paragraph 1-Line 1] | **34** | ***A*** [Paragraph 5-Line 1-2] *so many other examples have been discovered that it no longer makes sense to say that evolution is as good as irreversible.* |
| **15** | **young age** [Paragraph 1-Line 3] | **35** | **B** [Paragraph 9-Line 10-12] *in much the same way that similar structures can independently arise in unrelated species, such as the dorsal fins of sharks and killer whales .* |
| **16** | **optimism** [Paragraph 5-Line2 | **36** | **D** [Paragraph 9-Line 12-14] *Another more intriguing possibility is that the genetic information needed to make toes somehow survived for tens or perhaps hundreds of millions of years in the lizards and was reactivated.* |
| **17** | **skills/techniques** [Paragraph 2-Line6] | **37** | **NOT GIVEN** |
| **18** | **negative emotions / feelings** [Paragraph 2-Line 8] | **38** | **YES** [Paragraph 8-Line 8-9] *the toed species re-evolved toes from toeless ancestors and, what is more, digit loss and gain has occurred on more than one occasion over tens of millions of years .* |
| **19** | **E** [Paragraph 7-Line 4-5] *As a newcomer, you also have to tolerate and laugh at your own ignorance* | **39** | **NO** [Paragraph 10-Line 2-3] *Early embryos of many species develop ancestral features.* |
| **20** | ***C*** [Paragraph 5-Line 3-4] *She recommends you train yourself to pay attention to good fortune by writing down three positive things that come about each day.* | **40** | **YES** [Paragraph 10-Line 5-6] *If for any reason this does not happen, the ancestral feature may not disappear, leading to an atavism.* |

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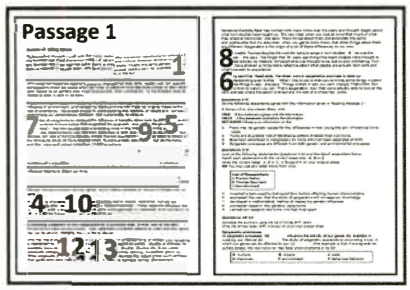
# Academic - TEST 8 (P:200-205)

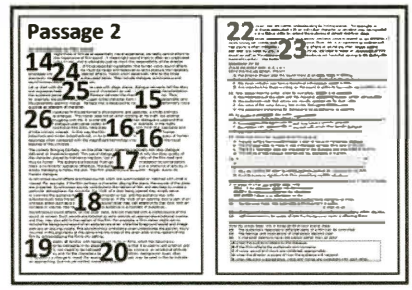


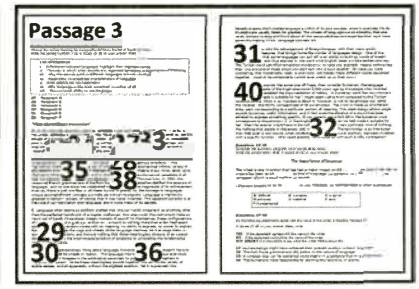

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|---|---|---|---|
| 1 | ▶ ***PASSAGE 1:*** **tea** [Paragraph 1-Line 7] | 21 | **A** [Paragraph 1-Line 10] *undeterred by challenges* |
| 2 | **reel** [Paragraph 1-Line 10] | 22 | **E** [Paragraph 2-Line 7] *focused on the journey* |
| 3 | **women** [Paragraph 2-Line 1] | 23 | **speed** [Paragraph 3-Line 11] |
| 4 | **royalty** [Paragraph 2-Line 3] | 24 | **plains** [Paragraph 6-Line 5 or 10] |
| 5 | **currency** [Paragraph 2-Line 6] | 25 | **bottlenecks** [Paragraph 6-Line 7] |
| 6 | **paper** [Paragraph 2-Line 10] | 26 | **corridor/passageway** [Paragraph 6-Line 13&15] |
| 7 | **wool** [Paragraph 3-Line 2] | 27 | ▶ ***PASSAGE 3:*** **D** [Paragraph 6-Line 1] *omit the mathematics* |
| 8 | **monks** [Paragraph 4-Line 5] | 28 | **B** [Paragraph 4-Line 1] *differs from most books* |
| 9 | **nylon** [Paragraph 5-Line 4] | 29 | ***G*** [Paragraph 10-Line 3-4 or Paragraph 11-Line 4-5] *The process is similar to doing mathematics Lawyers who have studied mathematics can master the legal principles in a way that most others cannot .'* |
| 10 | **FALSE** [Paragraph 3-Line 3-4] *considered to be worth more than gold* | 30 | ***C*** [Paragraph 5-Line 6-8] *a structural engineer who is an artist, an electrical engineer who is an opera singer, an opera singer who published mathematical research, and a mathematician who publishes short stories* |
| 11 | **TRUE** [Paragraph 3-Line 7-8] *Few merchants travelled the entire route* | 31 | **B** [Paragraph 4-Line 2-3] *Some present the lives of colorful mathematicians. Others describe important applications of mathematics. Yet others go into mathematical procedures ,but assume that the reader is adept in using algebra.* |
| 12 | **FALSE** [Paragraph 4-Line 7-9] *The Byzantines were as secretive as the Chinese, however, and for many centuries the weaving and trading of silk fabric was a strict imperial monopoly* | 32 | **E** [Paragraph 7-Line 4] *novel or a newspaper* |
| 13 | **NOT GIVEN** | 33 | ***A*** [Paragraph 1-Line 6] *Anyone can understand every step in the reasoning* |
| 14 | ▶ ***PASSAGE 2:*** **FALSE** [Para 2-Line 3] *dive voraciously for such handouts, the tern flies on .* | 34 | **F** [Paragraph 8-Line 1] *two types of readers*: |
| 15 | **TRUE** [Para3-Line 1] *But migration is a complex issue , and biologists define it differently* | 35 | **beginner** [Paragraph 1-Line 2] |
| 16 | **NOT GIVEN** | 36 | **arithmetic** [Paragraph 1-Line 4] |
| 17 | **TRUE** [Para 5-Line 3-4] *sensitive to blue light (from the sky) when it's time for takeoff on their big journey, and sensitive to yellow light* | 37 | **intuitive** [Paragraph 2- line 4] |
| 18 | **FALSE** [Para5-Line 9] *Understanding how evolution has produced them all* | 38 | **scientists** [Paragraph 6-Line 1] |
| 19 | ***G*** [Para1-Line 6] *linear , not zigzaggy* | 39 | **experiments** [Paragraph 7-Line 5] |
| 20 | ***C*** [Para1-Line 7] overfeeding | 40 | **theorems** [Paragraph 11-Line 3-5] |

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# Academic - TEST 9 (P:206-211)




| | | | |
|---|---|---|---|
| 1 | ▶ ***PASSAGE 1:***<br>**FALSE** [Paragraph 1-Line 3-5] *Any differences between them -one twin having younger looking skin, for example - must be due to environmental factors such as less time spent in the sun.* | 21 | **NOT GIVEN** |
| 2 | **NOT GIVEN** | 22 | **TRUE** [Paragraph 8-Line 1] *Background music may aid viewer understanding by linking scenes* |
| 3 | **NOT GIVEN** | 23 | **FALSE** [Paragraph 9-Line 3-4] *The effects of sound are often largely subtle and often are noted by only* our subconscious minds. |
| 4 | **TRUE** [Paragraph 7-Line 1-2] *Epigenetic processes are chemical reactions tied to neither nature nor nurture but representing what researchers have called a 'third component'.* | 24 | ***C*** [Paragraph 1-Line 5-6] *These three tracks must be mixed and balanced so as to produce the necessary emphases which in turn create desired effects* |
| 5 | ***A*** [Paragraph 4-Line 1-3] *when the English scientist Francis Galton first suggested the approach (and coined the phrase 'nature and nurture')* | 25 | ***A*** [Paragraph 2-Line 1-2] *As is the case with stage drama, dialogue serves to tell the story and expresses feelings and motivations of characters as well .* |
| 6 | ***C*** [Paragraph 12-Line 1-2] *Having said that, Reed adds, the latest work in epigenetics promises to take our understanding even further .* | 26 | **E** [Paragraph 3-Line 1-2] When voice textures fit the performer's physiognomy and gestures, a whole and very realistic persona emerges |
| 7 | **B** [Paragraph 4-Line 1] *The idea of using twins to measure the influence of heredity dates back to 1875* | 27 | ▶ ***PASSAGE 3:***<br>**vi** [Paragraph 1-Line 3-4] *Compared to language, all other inventions pale insignificance, since* |
| 8 | ***A*** [Paragraph 11-Line 1] *Reed credits Thomas Bouchard's work for today's surge in twin studies. ' He was the trailblazer* | 28 | **iv** [Paragraph 2-Line 1-2] *In its own right it is a tool of extraordinary sophistication , yet based on an idea of ingenious simplicity* |
| 9 | **B** [Paragraph 4-Line 3-4] *with the arrival of studies into identical twins who had been separated at birth and reunited as adults.* | 29 | **ii** [Paragraph 3-Line 8-9] *from sighing the interminable boredom of existence to unravelling the fundamental order of the universe .* |
| 10 | **D** [Paragraph 7-Line 1-2] *chemical reactions tied to neither nature nor nurture but representing what researchers have called a 'third component'* | 30 | **vii** [Paragraph 4-Line 1-2] *The most extraordinary thing about language, however, is that one doesn't have to be a genius to set its wheels in motion . The language machine allows ...slightest exertion.* |
| 11 | **B** [Paragraph 9-Line 6] *heart, brain, or liver cells* | 31 | **i** [Paragraph 5-Line 1-2] *Often, it is only the estrangement of foreign tongues, with their many exotic and outlandish features, that brings home the wonder of languages design* |

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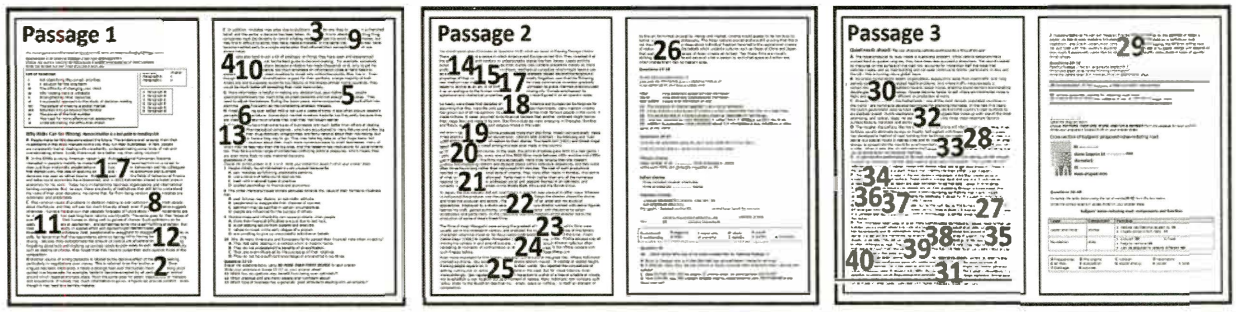
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| **12** | **E** [Paragraph 9-Line 2] *the environment directly impacts on genes* | **32** | **v** [Paragraph 6-Line 12-14] *The technology is so fine-tuned then that even a non-sound, when carefully placed in a particular position, has been invested with a specific function* |
| **13** | **F** [Paragraph 9-Line 4] *behavioral problems* | **33** | **E** *material* [Paragraph 1-Line 2] |
| **14** | ▶ ***PASSAGE 2:*** **B** [Paragraph 1-Line 1-2] *Though we might think of film as an essentially visual experience, we really cannot afford to underestimate the importance of film sound* | **34** | **G** [Paragraph 1-Line 4-5] *everything we have ever achieved depends on language and originates from it* |
| **15** | **A** [Paragraph 2-Line 4-5] *film personality and life personality seem to merge* | **35** | **B** [Paragraph 2-Line 1-2] *In its own right it is a tool of extraordinary sophistication* |
| **16** | **B** [Paragraph 3-Line 4-9] *For example, in the highly successful science-fiction film 2001, little dialogue was evident, and most of it was banal and of little intrinsic interest.* *the inadequacy of human responses when compared with the magnificent technology created by man and the visual beauties of the universe* | **36** | **F** [Paragraph 4-Line 1-2] *doesn't have to be a genius to set its wheels in motion* |
| **17** | **D** [Paragraph 4-Line 3-4] *the absurdity of the film itself and thus its humor* | **37** | **NO** [Paragraph 1-Line 5-6] *Without language, we could never have embarked on our ascent to unparalleled power over all other animals, and even over nature itself.* |
| **18** | ***C*** [Paragraph 5-Line 7-9] *the sound mixer may call attention to the 'click' with an increase in volume; this helps to engage the audience in a moment of suspense* | **38** | **YES** [Paragraph 2-Line 6-7] *This was how, in 1660, the renowned French grammarians of the Port-Royal abbey near Versailles distilled the essence of language ,* |
| **19** | **TRUE** [Paragraph 7-Line 1-2] *We are probably all familiar with background music in films, which has become so ubiquitous as to be noticeable in its absence* | **39** | **NOT GIVEN** |
| **20** | **TRUE** [Paragraph 7-Line 4-5] *In addition, background music* often foreshadows a change in mood | **40** | **YES** [Paragraph 6-Line 1-3] *And if that sounds like some one-off freak, then consider Sumerian, the language spoken on the banks of the Euphrates some 5,000 years ago by the people who invented writing and thus enabled the documentation of history* |

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# Academic - TEST 10 (P:212-217)




| | | | |
|---|---|---|---|
| 1 | ▶ ***PASSAGE 1:***<br>**vi** [Paragraph 2-Line 3-7] *When Kahneman and his colleagues first started work, the idea of applying psychological insights to economics and business decisions was seen as rather bizarre . But in the past decade the fields of behavioural finance and behavioural economics have blossomed, and in 2002 Kahneman shared a Nobel prize in economics for his work .* | 21 | **B** [Paragraph 3-Line 8]<br>*hey addressed social and peasant themes in an optimistic and romantic way* |
| 2 | **ix** [Paragraph 4-Line 2-3] *Once a figure has been mentioned, it takes a strange hold over the human mind .* | 22 | **H** [Paragraph 4-Line 2-3] *Tokyo the director chose the stories and hired the producer and actors* |
| 3 | *iii* [Paragraph 5-Line 1-2] *No one likes to abandon a cherished belief, and the earlier a decision has been taken, the harder it is to abandon it .* | 23 | **E** [Paragraph 5-Line 1-3] *Mizoguchi's films were usually set in the nineteenth century and analysed the way in which the lives of the female characters whom he chose as his focus were constrained by the society of the time .* |
| 4 | **viii** [Paragraph 6-Line 1-2] *People also tend to put a lot of emphasis on things they have seen and experienced themselves, which may not be the best guide to decision-making .* | 24 | ***A*** [Paragraph 5-Line 4-6] *he evolved a sinuous way of moving his camera in and around a scene often retreating at moments of confrontation or strong feeling .* |
| 5 | **i** [Paragraph 7-Line 1-2] *people spend proportionally too much time on small decisions and not enough on big ones .* | 25 | ***G*** [Paragraph 6-Line 2] *His camera seldom moved* |
| 6 | **iv** [Paragraph 8-Line 1-2] *crying over spilled milk is not just a waste of time; it also often colours people's perceptions of the future .* | 26 | **B** [Paragraph 7-Line 4-7] *it is the beliefs which underlie cultures such as those of China and Japan that explain the distinctiveness of Asian cinema at its best. Yes, these films are visually striking, but it is their different sense of what a person is, and what space and action are, which makes them new to western eye .* |
| 7 | **D** [Paragraph 2-Line 3-7] *When Kahneman and his colleagues first started work, the idea of applying psychological insights to economics and business decisions was seen as rather bizarre. But in the past decade the fields of behavioural finance and behavioural economics have blossomed, and in 2002 Kahneman shared a Nobel prize in economics for his work.* | 27 | ▶ ***PASSAGE 3:***<br>***G*** [Paragraph 7-Line 1-3] *emerges from the factory rolled, like a carpet, onto a drum 1.5 metres in diameter. On site, it is unrolled* |
| 8 | **B** [Paragraph 3-Line 1-5] *see too much blue sky ahead, even if past experience suggests otherwise …The same goes for their hopes of ever-rising prices for their homes* | 28 | **D** [Paragraph 4-Line 2-6] *but Kuijpers has developed a method of road building that he thinks can create the ultimate quiet road. His secret is a special mould 3 metres wide and 50 metres long.* ***33*** *Hot asphalt, mixed with small stones, is spread into the mould by a rail mounted machine which flattens the asphalt mix with a roller* |

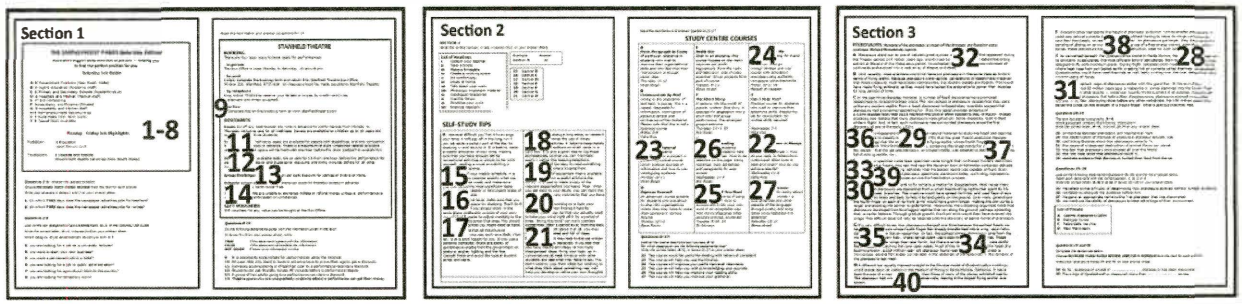
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| 9 | **D** [Paragraph 5-Line 2-5] *Drug companies must decide early to cancel a failing research project to avoid wasting money, but may find it difficult to admit they have made a mistake. In the same way, analysts may have become wedded early to a single explanation that coloured their perception. A fresh eye always helps* | 29 | **J** [Paragraph 10-Line 4-5] *The success of Kuijpers' design will depend on how much it eventually costs.* |
| 10 | **A** [Paragraph 6-Line 5-6] *In finance, too much emphasis on information close at hand helps to explain the tendency by most investors to invest only within the country they live in .* | 30 | **B** [Paragraph 2-Line 3-5] *road builders have to spend money erecting sound barriers and installing double glazing in blighted homes. Houses become harder to sell where environmental noise is high, and people are not as efficient or productive at work.* |
| 11 | **managers (and/or) sportsmen** [Paragraph 3-Line 5] | 31 | **I** [Paragraph 9-Line 5-6] *On large highways, trucks tend to use the inside lane* |
| 12 | **driving** [Paragraph 3-Line 9] | 32 | **C** [Paragraph 3-Line 5-6] *tackle the three most important factors: surface texture, hardness and ability to absorb sound.* |
| 13 | **Pharmaceutical (companies)** [Paragraph 9-Line 2] | 33 | **asphalt** [Paragraph 4-Line 4] |
| 14 | **TRUE** [Paragraph 1-Line 3] *first, they saw their clumsy new camera-projectors merely as mechanical curiosities which might have a use as a sideshow at a funfair .* | 34 | **9** [Paragraph 6-Line3] |
| 15 | ▶ ***PASSAGE 2:*** **FALSE** [Paragraph 1-Line 5-7] *Then the best of the pioneers looked beyond the fairground properties of their invention. A few directors saw that the flickering new medium was more than just a diversion .* | 35 | **concrete** [Paragraph 8-Line 1-2] |
| 16 | **NOT GIVEN** | 36 | **E** [Paragraph 6-Line 4-5] *the surface can absorb any air that is passing through a tyre's tread (the indentations or ridges on the surface of a tyre), damping oscillations* |
| 17 | **TRUE** [Paragraph 1-Line 7-10] *This crass commercial invention gradually began to evolve as an art. D W Griffith in California glimpsed its grace, German directors used it as an analogue to the human mind and the modernising city, Soviets emphasised its agitational and intellectual properties, and the Italians reconfigured it on an operatic scale.* | 37 | **J** [Paragraph 6-Line 6] *they make it easier for the water to drain away* |
| 18 | **FALSE** [Paragraph 2-Line 1-5] *America and Europe can be forgiven for assuming that they were the only game in town It never occurred to its financial backers that another continent might borrow their magic box and* | 38 | **G** [Paragraph 8-Line 5-6] *the energy of the sound dissipates into the concrete as heat.* |
| 19 | **D** [Paragraph 3-Line 1-2] *China produced more than 500 films, mostly conventionally made in studios in Shanghai, without soundtracks .* | 39 | **C** [Paragraph 8-Line 7] *This flow will help flush out waste material* |
| 20 | **F** [Paragraph 3-Line 4] *are regularly voted among the best ever made in the country .* | 40 | **A** [Paragraph 9-Line 1-3] *Kuijpers can even control the sounds that his resonators absorb, simply by altering their dimensions. This could prove especially useful since different vehicles produce noise at different frequencies.* |

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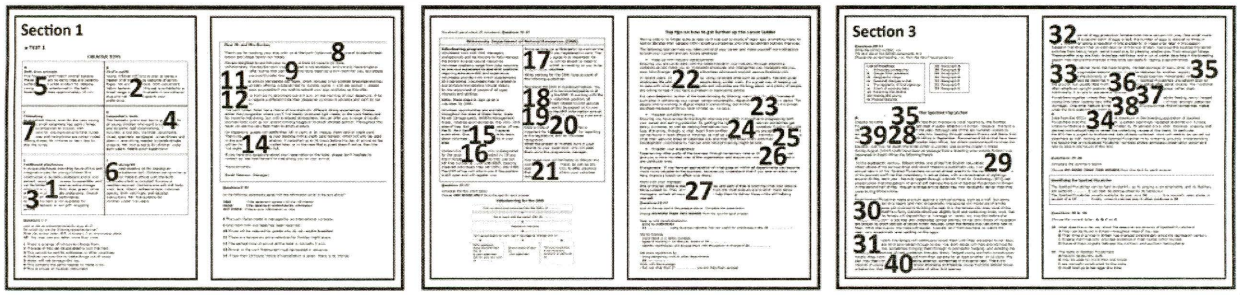
# General Training - TEST 1 (P:220-225)




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| 1 | ▶ **Section 1:**<br>***IN EITHER ORDER: BOTH REQUIRED FOR ONE MARK***<br>**Saturday (and) Tuesday**<br>*Primary and Secondary Schools*<br>*(Academic staff)*<br>*Education* | 21 | **vii** *it may help to discuss a topic with other people,*<br><br>*Bring your topic up in conversations at meal times or with other students and see what they have to say.* |
| 2 | ***IN EITHER ORDER: BOTH REQUIRED FOR ONE MARK***<br>**Saturday (and) Thursday**<br>*Hospitals and Medical (Medical staff)*<br>*Hospital and Medical* | 22 | **K *The Customer is Always Right***<br>*An interesting angle — how... achieve results?* |
| 3 | **B** *Higher Education (Academic staff)* | 23 | **C *Source Material***<br>*How do you gather... cataloguing systems.* |
| 4 | **H** *Self-employment Opportunities* | 24 | **I *The Job for Me***<br>*Finding it, ... newspaper advertisements.* |
| 5 | **G** *Hospitality and Kitchen Staff* | 25 | **H *Quote Me if You Must***<br>*The do 's and don'ts ... books etc.* |
| 6 | **A** *Government Positions* | 26 | **G *Caught for Speeding***<br>*Simple eye exercises ... easy access.* |
| 7 | **I** *Rural Posts (incl. farm work)* | 27 | **L *Tense about Tenses***<br>*For those who worry about ... but not essential!* |
| 8 | **J** *Casual Work Available* | 28 | ▶ **Section 3:**<br>**J** *pointed out its similarity ... parts of Texas.* |
| 9 | **TRUE** *Complete the on-line booking form at www.stanfieldtheatre.com* | 29 | **D** *the first natural historian ... supported a wing* |
| 10 | **NOT GIVEN** | 30 | **F** *But how pterosaurs learnt...forms of pterosaurs.* |
| 11 | **TRUE** *half-price seats are available for people with disabilities, and one companion.* | 31 | **K** *The triumphant reign... their disappearance* |
| 12 | **TRUE** *best available seats are on sale for £6 from one hour before the performance* | 32 | **A** *They first appeared... shapes and sizes.* |
| 13 | **FALSE** *there is a ten per cent discount for parties of twelve or more* | 33 | **E** *Unlike earlier fossils,...remain rare.* |
| 14 | **FALSE** *We are unable to exchange tickets or refund money unless a performance is cancelled due to unforeseen circumstances* | 34 | **G** *they were skilful fliers, ... open water.* |
| 15 | ▶ **Section 2:**<br>**xi** *As part of your weekly schedule,... later.* | 35 | **C** *Vecchia, an Italian researcher....for flying reptiles.* |
| 16 | **iv** *On a physical level, ...enter that area.* | 36 | **A** *the first natural historian... classify it.* |
| 17 | **v** *Make sure that ...aches and pains.* | 37 | **B** *He named the fossil, ...wing and finger.* |
| 18 | **ix** *If you are doing a long essay ... telephone numbers.* | 38 | **D** *making use of a free energy source....such activity.* |
| 19 | **viii** *If you find a useful article ... you leave.* | 39 | **(over) a thousand** |
| 20 | **ii** *it may be that ... and full of ideas.* | 40 | **11 metres/meters** |

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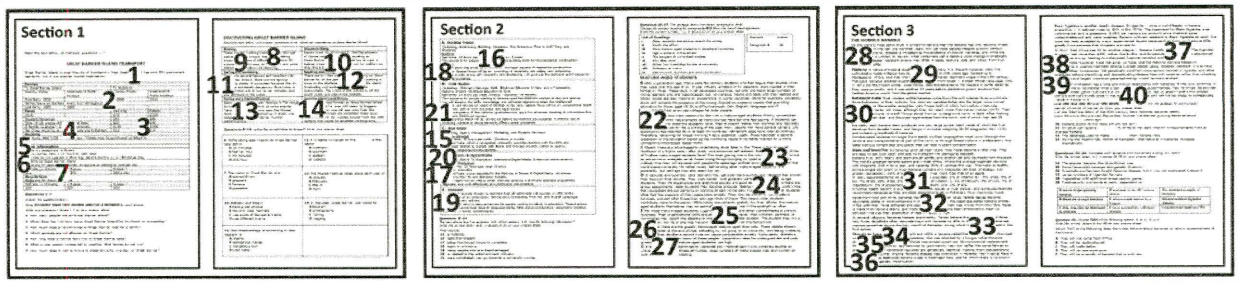
# General Training - TEST 2 (P:226-231)




| | | | |
|---|---|---|---|
| 1 | ▶ ***Section 1:***<br>**E** *Pink, blue, green, silver or brown — please state preference.* | 21 | **needs** |
| 2 | **B** *this set is suitable for a broad range of sizes.* | 22 | **online networking** |
| 3 | **E** *This item is not available for overseas delivery* | 23 | **building trade** |
| 4 | **D** *for all young children who want to copy adults and do some real woodworking.* | 24 | **formal courses** |
| 5 | **A** *A great product for keeping young children entertained in the bath.* | 25 | **Staff Development** |
| 6 | **F** *A great creative kit for making an adorable ballerina doll.* | 26 | **job shadowing** |
| 7 | **C** *This small xylophone* | 27 | **targets** |
| 8 | **FALSE** *one of Scotland's best-known and oldest family-run hotels.* | 28 | ▶ ***Section 3:***<br>**iii** *It begins to move...(Paragraph A)* |
| 9 | **TRUE** *We have reserved a twin room for you* | 29 | **v** *...make careful observations...(Paragraph B)* |
| 10 | **NOT GIVEN** | 30 | **i** *...Although both sexes...(Paragraph C)* |
| 11 | **TRUE** *We are currently offering a special rate for Sunday nights — £25 per person* | 31 | **viii** *Once the eggs hatched,... (Paragraph D)* |
| 12 | **TRUE** *Check-in is from 2p.m.* | 32 | **iv** *Over the main period of egg... (Paragraph E)* |
| 13 | **NOT GIVEN** | 33 | **ix** *The Spotted Flycatcher lacks... (Paragraph F)* |
| 14 | **FLASE** *If cancelled later, or in the case that a guest doesn't arrive, then the first night will be charged in full.* | 34 | **vii** *...an 86 percent downturn... (Paragraph G)* |
| 15 | ▶ ***Section 2:***<br>**website** | 35 | **drab/dull** |
| 16 | **officer** | 36 | **perch** |
| 17 | **schedule** | 37 | **family** |
| 18 | **public** | 38 | **snapping sound** |
| 19 | **opinion** | 39 | **D** *it begins to move south in late July, heading through western France and Iberia from August to October, and reaching North Africa in September. Recoveries of birds that have been ringed suggest that many winter in coastal West Africa, but others continue south to cross the Equator. Just how far south the birds winter is unclear; one juvenile ringed in Wales during August (which could have been on passage from a breeding area outside Britain) was recovered in South Africa the following March.* |
| 20 | **hours** | 40 | **B** *the first brood attending and feeding young from the second brood* |

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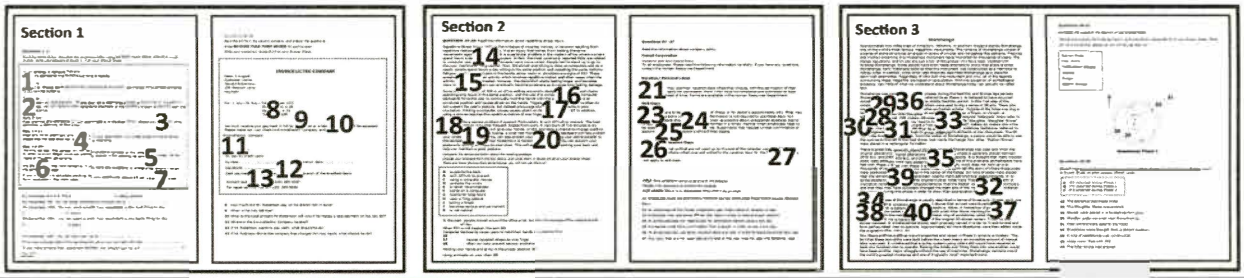
# General Training - TEST 3 (P:232-237)




| | | | |
|---|---|---|---|
| 1 | ▶ ***Section 1:***<br>**850** | 21 | **B** *On completion of this diploma, graduates may apply for advanced standing at universities that offer Early Childhood courses.* |
| 2 | **0800** | 22 | **vi** *There are four main reasons for this rise in mature-aged students.* |
| 3 | **$300** | 23 | **vii** *It's unlikely that they will socialise with people the same age as their sons or daughters, and that could make university life rather lonely.* |
| 4 | **cats** *cats are forbidden)* | 24 | **i** *When there are group assignments, … at part—time jobs.* |
| 5 | **G 2 1/2 hours** | 25 | **viii** *However, their children, partners, or workmates may resent the absence or distraction of the older student.* |
| 6 | **thick fog/severe storms** | 26 | **v** *Then there are the greatly discouraged mature-aged drop-outs.* |
| 7 | **$100** ***7****four-wheel drives are an additional $30 per day… $70* | 27 | **ii** *Despite these difficulties, … succeeding.* |
| 8 | **B** *Hiking times and degree of difficulty vary from 30 minutes and very easy* | 28 | ▶ ***Section 3:***<br>**available** |
| 9 | **A** *Views are stunning.* | 29 | **10,000** |
| 10 | **C** *Watch out for walkers as they share tracks.* | 30 | **stem** |
| 11 | **C** *Bring plenty of sunscreen because the UV rays are extremely dangerous* | 31 | **15/fifteen** |
| 12 | **D** *Kayaking is done on the sheltered western side of the island.* | 32 | **cloth** |
| 13 | **A** *January sees the Mussel Festival.* | 33 | **trade** |
| 14 | **D** *The hardwood forests on Great Barrier Island were exploited for over 100 years by loggers.* | 34 | **E** *Suddenly, this was attacked by a fungus called Panama disease, and worldwide, the Gros Michel was almost wiped out.* |
| 15 | ▶ ***Section 2:***<br>**C** *Full time:* | 35 | **C** *All Cavendish bananas are genetically identical, making them susceptible to disease.* |
| 16 | **A** *Duration: 2 years* | 36 | **I** *While the original Panama disease was controlled, it mutated into Tropical Race 4 (TR4),* |
| 17 | **D** *Part-time: 21 hours per week (3 days) Duration: 4 months* | 37 | **A** *The Ugandan economy lost more than $500 million due to this, and thousands of small farmers abandoned bananas as a crop* |
| 18 | **A** *This course, along with Carpentry and Bricklaying, will give you the technical qualifications for a Builder's Licence.* | 38 | **F** *Scientists, however, have not given up hope, … in a number of vegetables, to bananas.* |
| 19 | **E** *Outreach aims to … commitments.* | 39 | **G** *Human civilization has a long and critical relationship with bananas. If this is to continue, it may be time to reconsider what a banana is* |
| 20 | **D** *Screen & Digital Media* | 40 | **B and E /E and B**<br>*The supermarkets may no longer be stocked with big sweet yellow cultivars but with tiny purple, pink, red, or green—and-white striped ones that currently exist in the depths of the forest and will not be cheap to domesticate.* |

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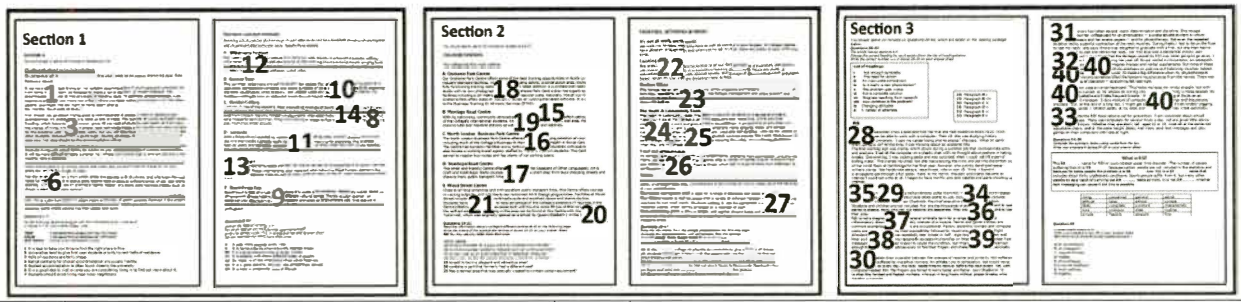
# General Training - TEST 4 (P:238-243)




| | | | |
|---|---|---|---|
| 1 | ▶ **Section 1:**<br>main foyer | 21 | **FALSE** *Employees may use their vacation days when they choose, with the permission of their supervisor. To apply for permission, Form 101A must be completed and submitted at least three weeks ahead of time. Forms are available in the Human Resources Department.* |
| 2 | main entrance | 22 | **NOT GIVEN** |
| 3 | West Wing elevator/lift | 23 | **FALSE** *Sick days are to be used in the case of illness or for doctor's appointments only. They may not be used as extra vacation days.* |
| 4 | East (Wing) elevator | 24 | **TRUE** *Permission is not required to use these days,* |
| 5 | across the street | 25 | **FALSE** *Supervisors should also be informed in a timely manner when employees need to be absent to attend doctor's appointments.* |
| 6 | building manager | 26 | **TRUE** *Any vacation days that are not used up by the end of the calendar year will not be lost. Instead, they may be rolled over and added to the vacation days for the following year.* |
| 7 | form/painting request form | 27 | **FALSE** *This policy does not apply to sick days.* |
| 8 | £ 29 | 28 | ▶ **Section 3:**<br>henge |
| 9 | 21 August | 29 | Aubrey Holes |
| 10 | £ 37.50 | 30 | Avenue |
| 11 | East Bradfield | 31 | Heel stone |
| 12 | (visit) Bradfield Bank | 32 | **B** *widened the entrance during this phase in order to show their appreciation for the sun.* |
| 13 | Call (0 223) 385-9387 | 33 | **A** *The "Slaughter Stone" was placed "just inside the circle,* |
| 14 | ▶ **Section 2:**<br>**F** *It is a particular problem in the modern office, where workers spend hours a day in front of computers. .. almost everything is done on computers* | 34 | **C** *The final phase of Stonehenge is usually described in terms of three sub- phases, each one involving a setting of large stones. The first stones that arrived were bluestones, brought all the way from the Preseli Hills in Pembrokeshire, Wales. A horseshoe of paired bluestones was placed in the center of the henge,... with a tall Altar Stone marking the end of the formation* |
| 15 | **J** *The pain can eventually become so severe as to cause long-lasting damage.* | 35 | **B** *the second phase is generally placed between 2900 B.C. and 2400 B.C. and accredited to the Beaker people. It is thought that many wooden posts were added to the monument during this phase.* |
| 16 | **K** *Computer keyboards force the user to continually hold the hands with the palms down. This is an unnatural position* | 36 | **A** *deer antlers were used to dig a series of 56 pits. These pits were later named* |
| 17 | **C** *In addition, using a mouse requires the repetitive motion of one finger.* | 37 | **C** *all the way from the Preseli Hills* |
| 18 | **I** *RSI can be a serious problem if ignored. Fortunately, it isn't difficult to prevent. The best form of prevention is to take frequent breaks from work.* | 38 | **C** *In the next subphase, a 30-meter ring of sandstones called the Sarsen Circle was built around the bluestones.* |
| 19 | **D** *You can also protect your wrists by holding your palms parallel to the keyboard and keeping your forearms in a horizontal position.* | 39 | **B** *The original Aubrey holes were filled in either with earth or cremation remains.* |
| 20 | **A** *You can support your posture by adding armrests to your chair. This will actually aid in supporting your back and help you maintain a good posture.* | 40 | **C** *with a tall Altar Stone marking the end of the formation.* |

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# General Training - TEST 5 (P:244-249)




| | | | |
|---|---|---|---|
| 1 | ▶ **Section 1:** **TRUE** *don't be tempted to make a quick decision* | 21 | **E** *purpose-built unit* |
| 2 | **NOT GIVEN** | 22 | **Learning centres** |
| 3 | **FALSE** *A single room with three meals a day should cost about £5,400 for the academic year. It may seem costly, but you will also have an early opportunity to meet other students.* | 23 | **Youth Work team** |
| 4 | **NOT GIVEN** | 24 | **debates** |
| 5 | **NOT GIVEN** | 25 | **student common rooms** |
| 6 | **TRUE** *It is also a good idea to visit an area at different times..., a park, or a sports centre?* | 26 | **Poppins shops** |
| 7 | **NOT GIVEN** | 27 | **an induction course** |
| 8 | **C** *bigger crowds each summer* | 28 | ▶ **Section 3:** **v** *Paragraph A* |
| 9 | **F** *different cultural zones. There's a Latin quarter, an American city downtown area, a Chinatown and even an English town hall.* | 29 | **viii** *Paragraph B* |
| 10 | **B** *festival exploring the local countryside. Child-friendly, with coastal walks and numerous beaches nearby, for families wanting to take an extended break* | 30 | **iii** *Paragraph C* |
| 11 | **D** *something for everyone. The average festival-goers are late teens celebrating exam results or artsy older folk with young families,* | 31 | **x** *Paragraph D* |
| 12 | **A** *a definite second.* | 32 | **vi** *Paragraph E* |
| 13 | **E** *Each year some Europe's shiniest new bands set sail for the beaches of Brighton & discover fresh sounds at many of the 30 urban venues around the town.* | 33 | **ii** *Paragraph F* |
| 14 | **C** *one of Britain most picturesque regions* | 34 | **official** *work-related upper-limb disorder, the description specialists prefer to use. However, this figure includes only reported cases, says Andrew Chadwick, the chief executive of the RSI Association. 'Students and children are not included.* |
| 15 | ▶ **Section 2:** **B** *perfect setting for many of the College's international students.* | 35 | **unknown** *More than half a million Britons suffer from RSI — or* |
| 16 | **C** *a wide-ranging selection of courses& Health & Social Care provision* | 36 | **secret** *in silence.* |
| 17 | **D** *a short step from busy shopping streets* | 37 | **general** *umbrella term* |
| 18 | **A** *The latest addition is a professional media make-up studio with its own photographic area.* | 38 | **routine** *repeatedly tear tickets in half - sign language interpreters and litter pickers, who repeatedly squeeze the handles on litter collectors* |
| 19 | **B** *leafy, residential area* | 39 | **clear** *Text messaging has not yet been known to cause the condition,* |
| 20 | **E** *Tudor Hall, which was originally opened as a school by Queen Elizabeth 1 in the 16th century.* | 40 | **D/E/F/G** (in any order) ***D** Pilates, with its emphasis on posture and balancing muscles, helped. **E** Physiotherapy also proved crucial **F** Enoizi now uses a curved keyboard. 'This helps me keep my wrists straight, but with my arms slightly curved, so my elbows do not dig into my ribs. Everything is more relaxed. **G** I walk briskly- jogging can aggravate joints* |

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# Exam preparation words

- Most frequently used words
- Alphabetical order (A-Z)

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| | | | | | | |
|---|---|---|---|---|---|---|
| abandon | administer | ambassador | arch | august | bare | bolt |
| abandonment | administration | ambiguity | archaeology | author | barely | bond |
| abbreviation | administrative | ambiguous | architect | authority | bargain | bonus |
| abeyance | admiration | ambition | architecture | authorization | barge | bookcase |
| abide | admire | ambitious | ardent | authorize | bark | boom |
| ability | admission | ambulance | arduous | autobiography | barn | booming |
| abnormal | admittedly | amend | area | automate | barometer | boost |
| aboard | adolescence | amendment | arena | automatic | baron | booth |
| abolish | adolescent | amends | argue | automation | barrel | border |
| abolition | adopt | amiable | arise | automobile | barren | bore |
| abortion | adoption | amicable | aristocracy | autonomous | barrier | boring |
| abortive | adore | amid | aristocrat | autonomy | barter | bother |
| abridge | adorn | ammunition | arithmetic | auxiliary | baseball | bounce |
| abrogate | adornment | amount | armour | avail | basement | bound |
| abrupt | adult | ample | arms | available | basin | boundary |
| absence | advance | amplification | arouse | avenge | bathe | bourgeois |
| absent | advanced | amplify | arrange | avenue | batter | bow |
| absolute | adventure | amuse | arrangement | average | battery | bowl |
| absolutely | adventurous | analogy | array | aviation | bay | boycott |
| absorb | adversary | analysis | arrest | avoid | bazaar | brace |
| absorption | adverse | analytical | arrogance | aware | bead | brain |
| abstract | adversity | analyze | arrogant | awe | beak | brake |
| absurd | advertise | ancestor | article | awful | beam | brand |
| absurdity | advisable | anchor | artificial | awkward | bean | breach |
| abundance | advocate | anecdote | ascend | awkwardly | bear | breadth |
| abundant | aerial | angular | ascertain | axis | bearing | break |
| abuse | affect | animate | ascribe | axle | beat | breakdown |
| academic | affection | animation | ashamed | august | become | breakthrough |
| academy | affectionate | annex | aside | author | beforehand | breath |
| accede | administer | anniversary | aspect | authority | behalf | breathe |
| accelerate | affirm | ambitious | aspirin | authorization | behave | breed |
| acceleration | affirmation | announce | assassination | authorize | behavior | breeze |
| access | affirmative | announcement | assault | autobiography | belly | bribe |
| accessible | afford | announcer | assemble | automate | beloved | bridle |
| accessory | affordable | annoy | assembly | automatic | below | brief |
| accident | agency | annual | assert | automation | bend | brighten |
| accidental | agent | annually | assess | automobile | beneath | brilliance |
| accidentally | aggravate | antagonism | assessment | autonomous | beneficial | brilliant |
| accommodate | aggregate | antagonist | assign | autonomy | beneficiary | brim |
| accommodation | aggregation | antarctic | assignment | auxiliary | benefit | brink |
| accompaniment | aggressive | antibiotic | assist | avail | benevolent | brisk |
| accompany | aggressor | anticipate | assistance | available | bent | brittle |
| accomplish | agitate | anticipation | assistant | avenge | besides | broadcast |
| accomplishment | agitation | antique | associate | avenue | bestow | broaden |
| accord | agony | antonym | association | average | bet | brochure |
| account | agreeable | anxiety | assorted | aviation | betray | bronze |
| accountant | agreement | anxious | assortment | avoid | beverage | brood |
| accounting | agriculture | anyhow | assume | aware | bewilder | brook |
| accrue | aid | apart | assumption | awe | bias | brown |
| accumulate | ailment | ape | assurance | awful | bid | bruise |
| accumulation | aim | apologize | assure | awkward | bill | brutal |
| accuracy | air | apology | assured | awkwardly | billion | brute |
| accurate | aircraft | apparatus | astonish | axis | bind | bubble |
| accusation | aisle | apparent | astound | axle | biographer | bucket |
| accuse | ajar | appeal | astray | baby-sitter | biography | bud |
| achieve | alarm | appealing | astronomer | bachelor | biologist | budget |
| achievement | album | appendix | astronomical | backbone | bite | buffet |
| acid | alert | appetite | astronomy | backward | bitterness | bug |
| acknowledge | alien | applaud | athlete | bacon | blacksmith | bulb |
| acquaint | alienate | appliance | atlas | bacterium | blade | bulk |
| acquaintance | alignment | applicable | atmosphere | badge | blame | bulky |
| acquainted | alike | applicant | atom | badminton | blank | bull |
| acquire | allergic | application | atomic | baffle | blanket | bulletin |
| acquisition | allergy | apply | attach | baggage | blast | bullion |
| across | alliance | appoint | attachment | bait | blaze | bump |
| activate | allocate | appointment | attack | bake | bleach | bunch |
| actively | allot | appreciable | attain | balance | bleed | bundle |
| actual | allowance | appreciate | attempt | balcony | blend | burdensome |
| actually | alloy | appreciation | attend | bald | bless | bureaucracy |
| acute | ally | appreciative | attendance | ballet | blessing | burial |
| adapt | alone | apprentice | attendant | balloon | blink | bush |
| adaptation | along | approach | attention | ballroom | block | business |
| additional | alongside | appropriate | attentive | bamboo | bloom | butcher |
| additive | alter | approval | attic | band | blossom | butter |
| address | alternate | approve | attitude | bandage | blot | butterfly |
| adequate | alternation | approximate | attorney | bang | blunder | buzz |
| adhere | alternative | approximately | attract | banker | blunt | bygone |
| adhesive | altitude | aptitude | attraction | bankrupt | blush | bypass |
| adjacent | aluminum | arbitrary | attribute | banner | board | by-product |
| adjoin | amateur | apt | auction | banquet | bodyguard | cab |
| adjust | amaze | arbitrator | audience | bar | boil: | cabin |
| adjustment | amazement | arc | auditorium | barber | bold | cabinet |

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| | | | | | | |
|---|---|---|---|---|---|---|
| cable | championship | coincidence | conceited | construction | coverage | decade |
| cafe | channel | coincident | conceive | consult | coward | decay |
| cafeteria | chaos | collaborate | concentrate | consultant | crab | deceit |
| calculate | chap | collaboration | concept | consume | crack | deceive |
| calculation | chapter | collapse | conception | consumer | cradle | decent |
| calendar | character | colleague | concern | consumption | craft | deception |
| calm | characteristic | collective | concert | contact | crash | decimal |
| calorie | characterize | collide | concerted | contain | crate | deck |
| campaign | charcoal | collision | concession | container | crave | declaration |
| campus | charge | colonel | concise | contemplate | crawl | declare |
| canal | charity | colonial | conclude | contemplation | crazy | decline |
| canary | charm | colony | conclusive | contemporary | create | decompose |
| cancel | chart | column | concrete | contempt | creation | decorate |
| cancellation | charter | combat | concurrent | contemptuous | credit | decoration |
| candid | chase | combination | condemn | content | creep | decorative |
| candidate | chat | combine | condemnation | contest | crew | decrease |
| cane | check | comedy | condensation | context | criminal | decree |
| cannon | cheer | comic | condense | continent | crimson | dedicate |
| canon | cheque | commander | condenser | continental | cripple | deduce |
| canteen | cherish | commandment | condition | contingency | crisis | deduct |
| canvas | chew | commemorate | conduct | contract | crisp | deed |
| canvass | chief | commence | conductor | contradict | critical | deem |
| capability | chill | commend | cone | contradiction | crook | default |
| capable | chilly | comment | confer | contrary | crooked | defeat |
| capacity | chin | commerce | conference | contrast | crop | defect |
| cape | chip | commercial | confess | contribute | crossing | defective |
| capital | choke | commission | confession | contribution | crouch | defence |
| caption | chop | commit | confide | controversial | crown | defend |
| captive | chorus | commitment | confidence | controversy | crude | defer |
| capture | circle | committee | confident | convenience | cruise | defiance |
| card | circuit | commodity | confidential | convenient | crumb | deficiency |
| cardinal | circular | commonplace | confine | convention | crumble | deficient |
| career | circulate | commonsense | confinement | conventional | crush | deficit |
| careful | circulation | communicate | confirm | conversant | crust | define |
| careless | circumference | communication | confirmation | conversation | crystal | definite |
| cargo | circumstance | community | conflict | converse | cube | definitely |
| carol | circus | compact | conform | conversely | cubic | definition |
| carpenter | cite | companion | conformity | conversion | cubism | definitive |
| carrier | citizenship | company | confront | convert | cucumber | deflate |
| carrot | civil | comparable | confrontation | convey | cultivate | deflect |
| carry | civilization | comparative | confuse | conveyance | cultivation | deform |
| cart: | claim | comparatively | confusion | convict | culture | deformation |
| carton | clamp | compare | congestion | conviction | cunning | defray |
| cartoon | clap | compass | congratulation | convince | cupboard | defy |
| carve | clarification | compatible | congress | convinced | curb | degradation |
| carving | clarify | compel | congressman | cooperate | cure | degrade |
| cash | clash | compensate | conjunction | cooperation | curiosity | delay |
| cashier | clasp | compensation | connect | cooperative | curious | delegate |
| cassette | classic | compete | connection | coordinate | curl | delete |
| cast | classical | competent | conquer | coordination: | currency | deliberate |
| casual | classification | competition | confrontation | cordial | current | deliberately |
| casualty | classify | competitive | conquest | core | currently | deform |
| catalyst | clause | competitiveness | conscience | cork | curse | delicate |
| catastrophe | clay | competitor | conscientious | corn | curtail | delicious |
| catch | clear | compile | conscious | corner | curve | delinquency |
| category | clearance | complain | consciousness | corporate | cushion | delinquent |
| cater | clench | complement | consecutive | corporation | custody | deliver |
| cathedral | client | complex | consent | correlate | custom | delusion |
| catholic | clientele | complexity | consequence | correlation | customary | democracy |
| cause | climate | compliance | consequently | correspond | customer | demolish |
| caution | climax | complicated | conservation | correspondence | customs | demolition |
| cautious | cling | compliment | conservative | correspondent | cycle | demonstrate |
| cavalry | clinic | complimentary | considerable | corresponding | **d**agger | demonstration |
| cavern | clip | comply | considerably | corrode | dainty | denial |
| cavity | clockwise | component | considerate | corrosion | dairy | denomination |
| cease | closet | compose | consideration | corrupt | dam | denote |
| celebrate | clue | composite | consign | corruption | damp | denounce |
| cell | clumsy | composition | consist | cosmic | dangerous | dense |
| cellar | cluster | compound | consistency | cosmopolitan | daring | density |
| cement | clutch | comprehend | consistent | cosmos | dart | dent |
| cemetery | coach | comprehension | console | couch: | dash | dentist |
| censor | coarse | comprehensive | consolidate | counsel | data | deny |
| centigrade | code | compress | consonant | countenance | date | depart |
| cereal | codify | compression | conspicuous | counter | dawn | departure |
| ceremonial | coherence | comprise | conspiracy | countermand | dazzle | dependable |
| ceremony | coherent | compromise | constant | counterpart | dazzling | dependence |
| certainty | cohesion | compulsory | constantly | countless | deadly | dependent |
| certificate | cohesive | computation | constituent | couple | deaf | depict |
| certify | coil | compute | constitute | court | deal | deplete |
| challenge | coin | conceal | constitution | courteous | dean | deposit |
| chamber | coinage | concede | constraint | courtesy | debate | deposition |
| champion | coincide | conceit | construct | cover | debt | depreciate |

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| depreciation | discharge | doom | electronics | entrance | exhaustion | favorable |
|---|---|---|---|---|---|---|
| depress | discipline | dormitory | elegance | entreat | exhaustive | feasible |
| depressed | disclose | dose | elegant | entrust | exhibit | feast |
| depression | discomfort | dot | element | entry | exhibition | feat |
| deprive | discount | doubt | elementary | enumerate | exile | feature |
| deputy | discourage | doubtful | elevate | envelop | exit | federal |
| derive | discourse | doubtless | elevation | environment | exonerate | federation |
| descend | discreet | downtown | elevator | envy | expand | fee |
| descendant | discrepancy | doze | eliminate | epidemic | expansion | feeble |
| descent | discretion | draft | elimination | episode | expedient | feed |
| description | discriminate | drag | ellipsis | epoch | expedite | feedback |
| desert | disdain | drain | elliptical | equal | expedition | fell |
| deserve | disgrace | drainage | eloquence | equality | expel | fellowship |
| design | disguise | drama | eloquent | equation | expend | female |
| designate | disgust | dramatic | elusive | equator | expenditure | ferocious |
| desirable | disinclined | dramatize | emancipate | equilibrium | expert | ferry |
| desire | disinfectant | drastic | emancipation | equip | expertise | fertile |
| desolate | dismal | draw | embargo | equipment | expiration | fertilizer |
| despair | dismay | drawback | embark | equivalent | expire | fervent |
| desperate | dismiss | drawer | embarrass | eradicate | explicit | festival |
| despise | disorder | drawing | embassy | erase | explode | fetch |
| despite | disparity | dread | embody | erect | exploit | feud |
| dessert | dispatch | dreadful | embrace | erosion | exploitation | fiber |
| destination | dispel | dreary | embroider | errand | exploration | fiction |
| destine | dispense | drench | embroidery | erupt | explore | fictional |
| destiny | disperse | drift | emerge | eruption | explorer | fierce |
| destruction | displace | drill | emergency | escalator | explosive | fig |
| destructive | displacement | drip | emigrant | escape | export | figurative |
| detach | display | drought | emigrate | escort | expose | figure |
| detain | dispose | drown | eminent | essay | exposition | file |
| detect | disposed | dubious | emission | essence | exposure | filter |
| detection | disposition | due | emit | essential | expressive | filth |
| detective | dispute | dull | emotion | establish | expressly | filthy |
| deteriorate | disregard | duly | emotional | establishment | exquisite | final |
| determination | dissimilar | dumb | emphasis | estate | extend | finance |
| determine | dissipate | dump | emphasize | esteem | extension | financial |
| detour | dissolve | duplicate | empirical | estimate | extensive | financing |
| detriment | distance | durable | employ | eternal | extent | finite |
| detrimental | distant | duration | employee | evaluate | exterior | fir |
| deviate | distinct | dwarf | employer | evaporate | external | firm |
| device | distinction | dwell | employment | evaporation | extinct | fishery |
| devise | distinctly | dweller | empty | eventful | extinction | fist |
| devote | distinguish | dwelling | enable | eventually | extinguish | fit |
| devotion | distinguished | dye | enchant | everlasting | extra | fitness |
| devour | distort | dynamic | encircle | evidence | extract | fitting |
| diagnose | distortion | eager | enclose | evident | extraordinary | fixed |
| diagnosis | distract | earnest | enclosure | evolution | extravagant | fixture |
| diagram | distraction | earthquake | encounter | evolve | extreme | flag |
| dialect | distress | ease | encourage | exact | eye | flake |
| diameter | distribute | eccentric | endanger | exaggerate | fabric | flame |
| dictate | distribution | eccentricity | endeavor | exaggeration | fabricate | flap |
| dictator | district | echo | endless | exalt | face | flare |
| diction | disturb | eclipse | endorse | exalted | facilitate | flash |
| diet | disturbance | ecology | endorsement | exasperate | facility | flask |
| differ | ditch | economic | endow | exceed | faction | flatter |
| digest | dive | economical | endurance | exceedingly | factor | flavor |
| digestion | diver | economics | endure | excel | fade | flaw |
| digital | diverge | economize | energetic | excellent | faint | flee |
| dignity | divergence | economy | energy | exception | fairly | fleece |
| diligent | diverse | ecstasy | enforce | exceptional | fairy | fleet |
| dilute | diversion | edge | engage | excess | faith | flesh |
| dim | diversity | edit | engagement | excessive | faithful | flexibility |
| dime | divert | edition | engrave | exchange | fake | flexible |
| dimension | divide | editorial | engraving | excite | fall | flicker |
| dimensional | divine | education | engulf | excitement | fame | fling |
| diminish | division | effective | enhance | exciting | familiar | float |
| dine | divorce | effectiveness | enhancement | exclaim | familiarity | flock |
| dingy | dizzy | efficiency | enlighten | exclude | famine | flour |
| dip | dock | efficient | enormous | exclusion | fanatic | flourish |
| diploma | doctrine | effort | enquire | exclusive | fancy | fluctuate |
| diplomacy | document | eject | enquiry | exclusively | fantastic | fluctuation |
| diplomat | documentary | elaborate | enrich | excursion | fare | fluency |
| diplomatic | documentation | elaboration | enroll | excuse | farewell | fluent |
| disable | dodge | elapse | enrolment | execute | fascinate | flush |
| disadvantage | doll | elastic | ensure | execution | fascination | flutter |
| disappointment | domain | elasticity | entail | executive | fashion | flux |
| disapproval | dome | elbow | enterprise | exemplify | fashionable | foam |
| disaster | domestic | election | entertain | exempt | fasten | focus |
| disastrous | dominant | electrical | entertainment | exert | fatal | fodder |
| disc | dominate | electrician | enthusiasm | exertion | fathom | foe |
| discard | donate | electron | enthusiastic | exhaust | fatigue | fog |
| discern | donation | electronic | entitle | exhausted | fault | foggy |

@IELTS_8

| | | | | | | |
|---|---|---|---|---|---|---|
| fold | gallery | grieve | helpful | ignite | inertia | intelligent |
| foliage | gallop | grim | helpless | ignorance | inevitable | intense |
| foolish | gamble | grin | hemisphere | ignorant | inevitably | intensive |
| forbid | gang | grind | hence | ignore | infant | intent |
| forecast | gaol | grip | henceforth | illegible | infantry | intention |
| forefather | gap | groan | herald | illiterate | infect | interact |
| foremost | garbage | groove | herb | illuminate | infection | interaction |
| foresee | garment | grope | herd | illusion | infectious | interest |
| foretell | gasoline | gross | hesitant | illusive | infer | interference |
| forge | gauge | ground | hesitate | illustrate | inference | interior |
| forgery | gaze | grove | hide | illustration | inferior | intermediate |
| forgive | gear | growl | hideous | image | inferiority | internal |
| formal | gem | grudge | hijack | imaginary | infinite | interpret |
| formality | generalization | grumble | hike | imitate | infinity | interpretation |
| format | generalize | guarantee | hinder | imitation | inflation | interrupt |
| formation | generate | guardian | hindrance | immediate | inflict | interval |
| former | generation | guess | hinge | immediately | influence | intervene |
| formerly | generator | guilt | hint | immense | influential | intimate |
| formidable | generosity | guilty | hinterland | immerse | influenza | intrude |
| formula | generous | gulf | hiss | immigrant | inform | inundate |
| formulate | genius | gulp | historian | immigrate | informal | invade |
| forsake | gentle | gust | historic | immigration | informative | invader |
| fort | genuine | gutter | hitchhike | imminent | infringe | invalid |
| forthcoming | geology | gymnasium | hitherto | immoral | ingenious | invalidate |
| fortitude | geometry | gymnastics | hoarse | immortal | ingenuity | invaluable |
| fortnight | germ | **h**abit | hobby | impact | inhabit | invariably |
| fortress | gesture | haggard | hoe | impart | inhabitant | invasion |
| fortunate | giant | haggle | hoist | impartial | inherent | inverse |
| fortune | gigantic | hail | hold | imperative | inherit | invest |
| forum | giggle | hairy | hollow | implement | initial | investigate |
| forward | ginger | hallmark | homely | implication | initially | investigation |
| fossil | glare | halt | homesick | implore | initiate | invisible |
| foster | glassware | ham | hook | imply | initiative: | invoice |
| foul | gleam | hamburger | hop | import | inject | involve |
| found | glide | hamper | horizon | impose | injure | irony |
| foundation | glimpse | handbook | horizontal | impractical | injury | irregular |
| founder | glisten | handful | horn | impressive | injustice | irresistible |
| fountain | glitter | handicap | horrible | imprisonment | inland | irrespective |
| fraction | global | handle | horror | impulse | innocent | irrevocable |
| fracture | globe | handsome | hose | inability | innovate | irrigate |
| fragile | gloom | handy | hospitable | inaccessible | innovation | irrigation |
| fragment | gloomy | hang | hospitality | inadequate | innumerable | irritate |
| fragrance | glorify | hanger | host: | inaugurate | inquire | isolate |
| fragrant | glorious | haphazard | hostage | incense | inquiry | isolation |
| frail | glossary | harbor | hostile | incentive | insane | issue |
| frame | glow | harden | hound | incident | insert | item |
| framework | glue | hardware | house | incidentally | insider | ivory |
| franchise | glut | hardy | hover | inclination | insight | **j**ail |
| frank | gnaw | harmful | howl | incline | insignificant | jam |
| freight | goal | harmless | hug | inclined | insist | jar |
| fret | goat | harmonious | hull | inclusive | insolvent | jealous |
| friction | gorge | harmony | hum | income | inspect | jealousy |
| frightening | gorgeous | harness | humane | incompatible | inspection | jelly |
| fringe | gossip | harsh | humanitarian | inconsistency | inspector | jeopardize |
| frontier | govern | harvest | humanity | inconvenient | inspiration | jerk |
| frost | governor | haste | humble | incorporate | inspire | jettison |
| frown | gown | hasten | humid | incredible | install | jewel |
| frugal | grab | hasty | humidity | incredulous | installation | jewelry |
| fruitful | grace | hatch | humiliate | increment | installment | jog |
| frustrate | graceful | haughty | humorous | incur | instance | journal |
| frustration | gracious | haul: | hunger | indebted | instinct | journalism |
| fuel | grade | haunt | hurl | indefinite | instinctive | journalist |
| fulfil | gradual | hawk | husband | indefinitely | institute | judgment |
| full | graduate | hay | hush | indent | institution | juice |
| fumble | grand | hazard | hustle | independent | instruct | juicy |
| function | granite | heading | hydrogen | index | instruction | jumble |
| functional | grant | headlong | hygiene | indicate | instructive | junction |
| fund | graph | heal | hymn | indicative | instrument | jungle |
| fundamental | grasp | heap | hypocrisy | indifference | instrumental | junior |
| funeral | grasshopper | hearing | hypothesis | indifferent | insufficient | jury |
| furious | grateful | heave | hypothetical | indigestion | insulate | justice |
| furnace | gratify | heaven | hysteria | indignant | insulation | justifiable |
| furnish | gratis | hedge | **i**dea | indignation | insult | justification |
| furniture | gratitude | hedgehog | identical | indispensable | insurance | justify |
| furrow | grave | heed | identification | individual | insure | juvenile |
| further | gravel | heel | identify | induce | intangible | **k**angaroo |
| furthermore | gravity | heighten | identity | inducement | integral | keen |
| fury | graze | heir | idiom | indulge | integrate | kernel |
| fuse | grease | heiress | idiomatic | industrial | integrity | kerosene |
| fuss | greedy | helicopter | idiot | industrialization | intellect | keyboard |
| fussy | greenhouse | hell | idle | industrialized | intellectual | kidnap |
| **g**ale | grief | helmet | idol | industrious | intelligence | kidney |

@IELTS_8

| | | | | | | |
|---|---|---|---|---|---|---|
| kindle | lively | mast | misgiving | neat | offend | own |
| kingdom | liver | masterpiece | mishap | necessitate | offensive | ownership |
| kneel | livestock | match | mislead | needle | offer | oxide |
| knit | load | mate | missile | needy | offset | oxygen |
| knob | loaf | material | mission | negate | offspring | oyster |
| knot | loan | material | mist | negation | omen | **p**ace |
| **l**abel | lobby | materialism | moan | negative | ominous | pack |
| laborer | lobster | mathematics | mobile | neglect | omission | packaging |
| lace | locality | mattress | mobilize | negligence | omit | pad |
| lag | locate | mature | mock | negligent | onset | painting |
| lamb | location | maturity | mode | negligible | opaque | pair |
| lame | lock | maximum | moderate | negotiable | opera | pale |
| landing | locomotive | meadow | modest | negotiation | operative | palm |
| landscape | locust | measure | modification | nervous | opinion | pamphlet |
| lane | lodge | mechanical | modify | network | opponent | pan |
| lap | lodging | mechanics | modulate | neutral | opportune | pane |
| lapse | lofty | mechanism | module | neutron | opportunity | panel |
| largely | log | medal | moist | nevertheless | oppose | panic |
| lark | logic | medieval | moisture | nickel | opposite | panorama |
| laser | logical | meditate | molecular | nightmare | opposition | panoramic |
| lasting | longevity | meditation | molecule | nitrogen | optical | pant |
| latent | longitude | medium | momentary | nobility | optimal | pantry |
| lateral | loom | meek | momentous | noisy | optimism | pants |
| latitude | loop | melancholy | monarch | nominal | optimistic | par |
| launch | loose | melody | monastery | nominate | optimum | parachute |
| laundry | loosen | melon | monetary | nomination | option | parade |
| lawn | lose | melt | monitor: | nonsense | optional | paradise |
| lay | lottery | memo | monopolize | norm | oral | paragraph |
| layer | lounge | memorial | monopoly | normally | orbit | parallel |
| layout | low | memorize | monotonous | notable | orchard | paralyse |
| leadership | loyal | memory | monotony | notably | orchestra | parameter |
| leading | lubricate | menace | monster | note | orderly | parasite |
| leaflet | lumber | mend | monstrous | notify | ore | parliament |
| league | luminous | mental | monument | notion | organ | partial |
| leak | lump | mentality | monumental | notorious | organic | participant |
| lean | lunar | mention | moor | notwithstanding | organism | participate |
| leap | luxurious | menu | morale | nought | orient | particle |
| lease | luxury | mercantile | morality | nourish | oriental | partition |
| lecture | **m**ackintosh | merchandise | moreover | nourishment | orientation | partner |
| legal | magic | merchant | mortal | novel | origin | passion |
| legend | magician | mercy | motel | novelty | original | passionate |
| legendary | magistrate | mere | motion | nowadays | originality | passive |
| legislation | magnetic | merge | motionless | nowhere | originate | passport |
| legitimate | magnetism | merit | motivate | nuclear | ornament | pastime |
| leisure | magnificent | mermaid | motivation | nucleus | ornamental | pasture |
| lengthen | magnify | mesh | motive | nuisance | ounce | patch |
| leopard | magnitude | mess | motto | null | outbreak | paten |
| lever | maintain | metallic | mould | nullify | outcome | path |
| levy | maintenance | method | mount | numerical | outdoors | pathetic |
| liability | maize | methodology | mourn | numerous | outermost | patriot |
| liable | majesty | meticulous | mournful | nursery | outlandish | patriotic |
| liberal | major | metric | mourning | nylon | outlaw | patriotism |
| liberate | majority | metropolitan | moustache | **o**ak | outlet | patrol |
| liberty | malady | microscope | mouth | oar | outline | patron |
| license | malaise | microwave | movement | oath | outlook | patronage |
| lick | malice | mighty | muffle | obedient | output | pave |
| lift | malicious | migrant | muffler | object | outrage | pavement |
| light | manifest | migrate | multiple | objection | outrageous | pawn |
| likelihood | manifestation | migration | multiply | objective | outright | peach |
| likewise | manifesto | milestone | multitude | obligation | outset | peak |
| limb | manipulate | military | municipal | oblige | outstanding | pebble |
| limestone | mansion | milk | murmur | obliterate | oval | peck |
| limousine | manual | miller | muscular | oblong | overall | peculiar |
| limp | manufacture | millionaire | muse | obscure | overcast | peculiarity |
| line | manuscript | mince | mushroom | observance | overcharge | pedal |
| linear | map | mingle | mute | observe | overcome | pedestrian |
| linen | maple | miniature | mutton | obstacle | overestimate | peel |
| liner | marble | minimize | mutual | obstinate | overflow | peer |
| linger | march | minimum | myriad | obstruction | overhear | penalty |
| linguistics | margin | minister | mysterious | obtain | overlap | pending |
| link | marginal | ministry | myth | obtainable | overlapping | penetrate |
| liquid | marine | minor | mythology | obvious | overload | penetration |
| liquor | mariner | minority | **n**aked | occasion | overlook | pension |
| list | marked | minus | namely | occasional | overseas | perceive |
| literacy | marsh | minute | nap | occasionally | oversight | percent |
| literal | marshal | miracle | narrator | occupation | overtake | perception |
| literally | martyr | miraculous | nasty | occupy | overthrow | perch |
| literary | marvel | miscarriage | native | occur | overtime | perfect |
| literate | masculine | mischief | nausea | occurrence | *overwhelm* | perfection |
| literature | mask | miserable | nav | odd | overwhelming | perform |
| litter | massacre | misery | navigable | odour | owe | performance |
| livelihood | massive | misfortune | navigation | offence | owl | performer |

@IELTS_8

| perfume | pledge | premium | prosecutor | ravage | relaxation | responsible |
|---|---|---|---|---|---|---|
| peril | plight | prescribe | prospect | raw | relay | restless |
| perimeter | plot | prescribed | prosperity | ray | release | restore |
| period | plough | prescription | prosperous | razor | relevant | restrain |
| periodic | pluck | presence | protein | react | reliability | restraint |
| periodical | plug | present | protest | reactionary | reliable | restrict |
| peripheral | plumb | presentation | protocol | readily | reliance | restriction |
| perish | plumber | preservation | prototype | realization | relief | restrictive |
| permanent | plume | preserve | provincial | realm | relieve | resume |
| permission | plump | preside | provision | reap | religion | retail |
| permissive | plunder | press | provisional | rear | religious | retailer |
| permit | plunge | pressure | provocation | reasonable | relinquish | retain |
| perpendicular | plus | prestige | provoke | reassure | relish | retire |
| perpetual | ply | presumably | prudence | rebel | reluctance | retirement |
| perplex | pneumonia | presume | prudent | rebellion | reluctant | retort |
| persecute | poke | pretense | psychology | rebuke | rely | retreat |
| persecution | polar | pretentious | publication | recall | remainder | retroactive |
| perseverance | pole | prevail | publicity | recede | remains | reveal |
| persevere | policy | prevailing | publish | receipt | remark | revenge |
| persist | polish | prevalent | pull | reception | remarkable | revenue |
| persistence | politics | previous | pulse | receptionist | remedy | reverence |
| personal | poll | prey | pump | recession | remind | reverse |
| personality | pollute | prick | pumpkin | recipe | reminiscence | revert |
| personnel | pollution | primary | punch | recipient | remit | review |
| perspective | ponder | prime | punctual | reciprocal | remittance: | revise |
| persuade | pony | primitive | pupil | recite | remove | revision |
| pertain | popcorn | principal | puppy | reckless | renaissance | revival |
| pertinent | popular | principle | purchase | reckon | render | revive |
| perturb | popularity | prior | purify | reclaim | renew | revoke |
| peruse | porcelain | priority | purity | recognition | renewable | revolt |
| pest | porch | privacy | purple | recognize | renewal | revolution |
| pet | pore | privilege | purse | recollection | rent | revolutionary |
| petition | port | probe | pursue | recommend | rental | revolve |
| petroleum | portable | problematic | pursuit | recommendation | repeal | reward |
| petty | portion | procedure | puzzle | recompense | repel | rhythm |
| phase | portrait | proceed | pyramid | reconcile | repent | rib |
| phenomenon | portray | proceeding: | qualification | reconnaissance | repetition | ribbon |
| philosophy | pose | proceeds | qualified | recourse | replace | riddle |
| phonetics | positive | process | qualify | recover | replacement | ridge |
| photograph | possess | procession | qualitative | recreation | replenish | ridicule |
| phrase | possession | proclaim | quantitative | recruit | represent | ridiculous |
| physical | post | procure | quarter | rectangle | representation | rifle |
| physician | postage | produce | quarterly | rectify | representative | righteous |
| piano | postal | productive | quartz | recur | reproach | rigid |
| pick | postcard | productivity | quay | recurrence | reproduce | rigidity |
| picnic | posterity | profession | queer | redeem | reproduction | rigor |
| picturesque | postpone | professional | quench | reed | reptile | rigorous |
| pier | postulate | proficiency | query | reef | repudiate | rim |
| pigment | pot | proficient | quest | reel | reputable | rinse |
| pile | potent | profile | questionnaire | referee | reputation | riot |
| pilgrim | potential | profit | quilt | reference | repute | rip |
| pill | potentiality | profound | quiver | refine | request | ripe |
| pillar | poultry | progress | quota | refined | require | ripen |
| pillow | pound | progressive | quotation | refinement | requisite | ripple |
| pilot | pour | prohibit | quote | reflect | rescind | rise |
| pin | poverty | prohibitive | rack | reflection | rescue | risky |
| pinch | practicable | project | racket | refrain | research | rival |
| pine | practical | projection | radar | refreshment | resemblance | rivalry |
| pineapple | practically | projector | radiant | refrigerator | resemble | roam |
| pioneer | prairie | proletarian | radiate | refugee | resent | roar |
| pioneering | preach | prolong | radiation | refund | resentment | roast |
| pious | precaution | prominence | radical | refusal | reserve | robe |
| pirate | precede | prominent | radius | refute | reservoir | robust |
| pistol | precedence | promise | rage | regarding | reside | rod |
| piston | precedent | promising | raid | regardless | residence | role |
| pit | preceding | promote | rail | regime | resident | roll |
| pitch | precious | prompt | rainbow | regiment | residual | rooster |
| pitcher | precise | prone | rally | region | resign | rot |
| plague | precision | proof | ramble | register | resignation | rotary |
| plain | predecessor | propaganda | ranch | regulate | resist | rotate |
| plane | predict | propagate | random | regulation | resistance | rotation |
| planet | prediction | propel | range | rehearsal | resistant | rough |
| plantation | predominant | propeller | rank | rehearse | resolute | roughly |
| plaster | preface | proper | rapture | reign | resolution | round |
| plastic | preferable | proportion | rare | reimburse | resolve | roundabout |
| plate | preference | proposal | rarely | rein | resort | rouse |
| plateau | pregnancy | propose | rat | reinforce | resource | route |
| platform | pregnant | proposition | ratify | reiterate | respect | routine |
| playwright | prejudice | proprietor | ratio | reject | respective | royalty |
| plea | preliminary | proprietorship | ration | rejection | respectively | rub |
| plead | prelude | prose | rational | rejoice | respond | ruin |
| pleasure | premature | prosecute | rattle | relax | responsibility | ruinous |

@IELTS_8

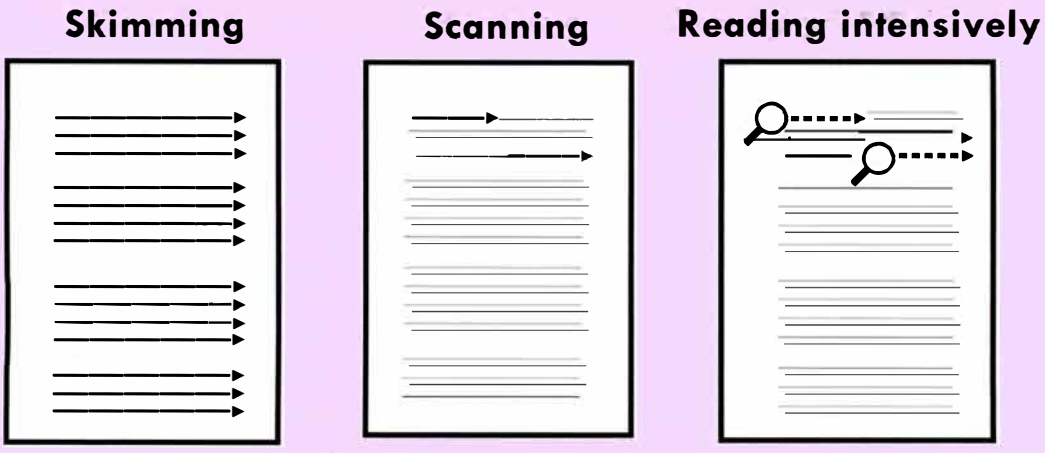
| | | | | | | |
|---|---|---|---|---|---|---|
| rule | sensational | simultaneous | sow | statue | sullen | tame |
| rural | sense | sincere | soy | status | sultry | tan |
| rust | sensible | single | spacecraft | statute | sum | tangle |
| ruthless | sensitive | singular | spaceship | steady | summary | tap |
| sack | sensitivity | sink | spacious | steak | summit | tape |
| sacred | sentence | siren | span | steer | summon | tar |
| sacrifice | sentiment | site | spare | stem | sunburn | target |
| saddle | sentimental | skeleton | spark | stereo | sunflower | tariff |
| sag | separate | sketch | sparkle | sterling | sunlight | task |
| sake | sequence | skim | sparrow | stern | sunrise | taste |
| salmon | serene | skip | spatial | steward | sunset | taxation |
| salute | serenity | skirmish | spear | stick | sunshine | team |
| sample | series | skull | specialize | sticky | superb | teapot |
| sandy | serious | skyrocket | specialized | stiff | superficial | tear |
| sanitary | seriously | skyscraper | specific | stimulate | superintendent | tease |
| sarcasm | session | slack | specification | stink | superior | technical |
| sarcastic | setting | slam | specify | stipulate | supersede | technician |
| satellite | settle | slander | specimen | stipulation | supersonic | technique |
| satire | severe | slap | spectacle | stitch | superstition | technology |
| satisfaction | shabby | slaughter | spectacular | stock | supervise | tedious |
| satisfactory | shade | slay | spectator | stomach | supervision | telegraph |
| sauce | shaft | slender | spectrum | stoop | supervisor | telescope |
| saucer | shallow | slice | speculate | storey | supplement | telex |
| savage | sham | slide | speculation | stout: | supplementary | temper |
| save | sharpen | slight | speedy | straightforward: | suppose | temperature |
| savings | sharply | slightly | spell | strain | suppress | temple: |
| scale | shatter | slim | sphere | strait: | supreme | temporary |
| scan | shave | slip | spill | strand | surcharge | tempt |
| scandal | shear | slipper | spin | strap | surface | temptation |
| scar | shed | slit | spiral | strategic | surge | tenant |
| scarce | sheer | slot | spiritual | strategy | surgeon | tend |
| scarcely | sheet | slogan | spit | streak | surgery | tendency |
| scare: | shell | slippery | spite | strengthen | surmise | tender |
| scarf | shelter | slope | splash | stress | surpass | tenor |
| scarlet | shepherd | slum | splendid | stretch | surplus | tense |
| scatter | sheriff | slumber | split | stride | surrender | tension |
| scene | shield | slump | spoil | strife | survey | tentative |
| scenery | shift | smart | spokesman | strike | survival | term |
| scenic | shine | smash | sponge | striking | survive | terminal |
| scent | shiny | smog | sponsor | string | survivor | terminate |
| schedule | shipment | smooth | spontaneous | strip | suspect | termination |
| scheme | shipwreck | smoothly | spoon | stripe | suspend | terminology |
| scholar | shiver | smuggle | sport | strive | suspense | terrace |
| scholarship | shock | snack | spot | stroke | suspicion | terribly |
| scissor | short | snap | sprain | stroll | suspicious | terrific |
| scoff | shortcut | snatch | spray | structural | sustain | terrify |
| scold | shot | sneak | spring | structure | swallow | territory |
| scope | shove | sneer | sprout | stubborn | swamp | terror |
| scorch | shovel | snob | spur | studio | swarm | testify |
| score | shower | snobbish | square | stuff | sway | testimony |
| scotch | shrewd | soak | squash | stuffy | swear | text |
| scout | shriek | soar | squat | stumble | sweater | textile |
| scramble | shrill | sober | squeeze | sturdy | sweep | theatrical |
| scrap | shrine | sociable | squirrel | style | swell | theft |
| scrape | shrink | snack | stab | subdue | swift | theme |
| scratch | shroud | sociology | stability | subject | swing | theoretical |
| screen | shrub | sock | stable | subjective | syllable | theory |
| screw | shrug | soil | stack | submarine | symbol | thereby |
| screwdriver | shuffle | solar | stadium | submerge | symbolize | therefore |
| script | shun | soldier | staff | submit | symmetry | thermometer |
| scrub | shutter | sole | stagger | subordinate | sympathetic | thesis |
| scrutiny | shuttle | solely | stain | subscribe | sympathetic | thigh |
| sculptor | shy | solemn | staircase | subsequent | sympathize | thirst |
| sculpture | sick | solicitor | stake | subsequently | sympathy | thorn |
| seal | sickness | solidarity | stale | subsidiary | symphony | thorough |
| seam | sideways | solitude | stalk | substantial | symposium | thoughtful |
| seaport | siege | solo | stall | substantiate | symptom | thrash |
| seashore | sieve | solution | stammer | substitute | synonym | thread |
| seasonal | sift | solvent | standard | subtle | synthesis | threaten |
| secondary | sigh | somehow | standardize | subtract | synthetic | threshold |
| secret | sightseeing | somewhat | standing | subtraction | system | thrifty |
| section | sign | soothe | standpoint | suburb | systematic | thrill |
| sector | signal | sophisticated | staple | succession | table | thrive |
| secure | signature | sophistication | stapler | successive | tablet | throat |
| security | significance | sore | startle | successor | tack | throng |
| seek | significant | sort | starvation | suck | tackle | throughout |
| seemingly | signify | sound | starve | suffice | tact | thrust |
| segment | silly | sour | statesman | sufficient | tactics | thumb |
| select | similar | source | static | suit | tag | thunder |
| selection | simplicity | souvenir | stationary | suitable | tailor | thunderstorm |
| senator | simplify | sovereign | stationery | suitcase | talent | tick |
| sensation | simulate | sovereignty | statistics | suite | tally | tide |

@IELTS_8

| | | | |
|---|---|---|---|
| tidy | tug | variance | wardrobe |
| tighten | tuition | variant | ware |
| tile | tumble | variation | warehouse |
| tilt | tumult | varied | warfare |
| timber | tunnel | variety | warrant |
| timely | turbulent | various | warrior |
| timid | turnover | varnish | waterproof |
| tip | tutor | vary | waver |
| tissue | twig | vast | wax |
| title | twilight | vault | weapon |
| toast | twinkle | vegetable | weary |
| toe | twist | vehicle | weather |
| toil | typhoon | veil | weave |
| token | typical | vein | weaver |
| tolerable | tyranny | velocity | web |
| tolerance | tyrant | vengeance | wedding |
| tolerant | tyre | ventilate | wedge |
| tolerate | **u**gly | ventilation | weed |
| toll | ultimate | venture | weird |
| tongue | ultimately | verbal | weld |
| topic | ultrasonic | verge | welfare |
| torch | ultraviolet | verify | whereas |
| torrent | unanimous | versatile | whereby |
| torture | unbearable | verse | while |
| toss | unconscious | version | whilst |
| tough | uncover | vertical | whip |
| tourism | underestimate | vessel | whirl |
| tow | undergo | veteran | whisper |
| towel | undergraduate | veto | whistle |
| tower | underground | vex | wholesale |
| trace | underline | via | wholesaler |
| track | underlying | vibrate | wholesome |
| tractor | undermine | vibration | wicked |
| tradition | underneath | vice | widespread |
| tragedy | undertake | vicinity | width |
| trail | undertaking | vicious | wield |
| traitor | undo | victorious | wilderness |
| tramp | undoubtedly | victory | willow |
| trample | undue: | vigor | winding |
| tranquil | uneasy | vigorous | wisdom |
| transaction | unfair | vine | wit |
| transfer | unfold | violate | withdraw |
| transform | unfortunately | violence | withdrawal |
| transformation | uniform | violent | wither |
| transistor | unique | violin | withhold |
| transit | unity | virtual | withstand |
| transition | universal | virtually | witness |
| transmission | universe | virtue | wizard |
| transmit | unlikely | virus | woe |
| transparent | unload | viscous | woods |
| transplant | unprecedented | visible | wool |
| transport | unsatisfactory | vision | wording |
| trap | unstable | visual | worldwide |
| traverse | unwarranted | vital | worship |
| tray | uphold | vivid | worst |
| tread | upright | vocation | worthwhile |
| treason | upset | vogue | wrap |
| treatment | urban | void | wrath |
| treaty | urge | volcano | wreck |
| tremble | urgent | volley | wrench |
| tremendous | utensil | voltage | wrestle |
| trench | utility | volume | wretched |
| trend | utilization | voluntary | wring |
| trial | utilize | volunteer | wrinkle |
| tribe | utmost | vote | wrist |
| tribute | utter | voter | **X**-factor |
| trick | utterance | voucher | X-ray |
| trickle | **v**acancy | vow | **y**acht |
| trifle | vacant | vowel | yard |
| trigger | vacation | voyage | yarn |
| trim | vaccinate | vulgar | yawn |
| triple | vacuum | vulnerable | yearn |
| triumph | vague | **w**ade | yeast |
| trivial | vain | wag | yield |
| tropic | valid | wage | yoke |
| tropical | validity | wagon | yolk |
| troublesome | valley | waist | **z**ap |
| trumpet | valve | waive | zeal |
| trunk | vanish | wake | zealous |
| tub | vanity | walnut | zodiac |
| tube | vapor | wander | zone |
| tuck | variable | ward | zoology |

**NOTE:**

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## IELTS Reading Tasks

| | |
|---|---|
| Short answer questions | Paragraph heading |
| Labelling a diagram | Paragraph matching |
| Flow chart completion | Classification |
| Table completion | Matching features |
| Note-taking | Multiple Choice Questions |
| Summary completion | TRUE, FALSE, NOT GIVEN |
| Sentence ending | YES, NO, NOT GIVEN |

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